DOCUMENT RESUME

ED 394 527 IR 055 883

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IDENTIFIERS	*Educational Information; *ERIC

ABSTRACT

This annotated bibliography provides citations, abstracts, and indexes for 211 documents produced by the 16 Educational Resources Information Center (ERIC) Clearinghouses in 1994. These publications consist of digests, bibliographies, state of the art reviews, and information syntheses of various types. An introduction describes the ERIC system, ERIC abstract journals, ERIC clearinghouse publications, the organization of this bibliography, the availability of clearinghouse publications, adjunct ERIC clearinghouses, and the ACCESS ERIC and AskERIC services. A statistical summary by year (1968-1994) shows the number of publications included for each clearinghouse in the series of which this bibliography is the most recent. Document resumes are provided from the following clearinghouses: (1) Adult, Career, and Vocational Education; (2) Counseling and Student Services; (3) Reading, English, and Communication; (4) Educational Management; (5) Disabilities and Gifted Education; (6) Languages and Linguistics; (7) Higher Education; (8) Information and Technology; (9) Community Colleges; (10) Elementary and Early Childhood Education; (11) Rural Education and Small Schools; (12) Science, Mathematics, and Environmental Education; (13) Social Studies/Social Science Education; (14) Teaching and Teacher Education; (15) Assessment and Evaluation; and (16) Urban Education. Indexes by subject, personal author, and institution are provided. A directory of ERIC system components with addresses, telephone numbers, and brief descriptions of the clearinghouses' scope areas is also included. A form for ordering microfiche or paper copy of ERIC Clearinghouse publications from the ERIC Document Reproduction Service is attached. (AEF)

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Educational Resources Information Center (ERIC)

ERIC Clearinghouse Publications

1994

An Annotated Bibliography of Information Analysis Products and Other Major Publications of the ERIC Clearinghouses Announced in *Resources in Education* (RIE) January-December 1994

May 1995

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Editors

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(Arranged by Adjunct Clearinghouse)

ESL Literacy Education Adj-1

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ERIC-at-a-Glance (ERIC system components graphically displayed) (ERIC Ready Reference #19)
ERIC Clearinghouses (and Other Network Components) (ERIC Ready Reference #6)
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Introduction

The ERIC System

The Educational Resources Information Center (ERIC) is a national information system designed to provide users with ready access to an extensive body of education-related literature and other educational resources. Established in 1966, ERIC is supported by the U.S. Department of Education, Office of Educational Research and Improvement.

The ERIC database, the world's largest source of education information, contains more than 850,000 abstracts of documents and journal articles on education research and practice. Each year approximately 30,000 new records are added. The ERIC database is available in many formats at hundreds of locations. The ERIC database can be accessed online via commercial vendors and public networks, on CD-ROM, or through the printed abstract journals, *Resources in Education* and *Current Index to Journals in Education*. The database is updated monthly (quarterly on CD-ROM), ensuring that the information received is timely and accurate.

The ERIC system, through its 16 subject-specific Clearinghouses, associated adjunct Clearinghouses, and support components, provides a variety of services and products that can help users stay up-to-date on a broad range of education-related issues. Products include research summaries, digests, bibliographies, reference and referral services, computer searches, and document reproductions.

ERIC is at the forefront of efforts to make education information available through computer networks. ERIC is available to thousands of teachers, administrators, parents, students, and others through electronic networks, including the Internet, CompuServe, and America Online. Network users can read and download information on the latest education trends and issues. On some systems, users can direct education-related questions to AskERIC and get a response from an education specialist within 48 hours.

ERIC Abstract Journals

Documents and journal articles selected for the ERIC database are announced in two printed abstract journals each of which corresponds to an electronic file that is made available for computer searching (online, CD-ROM, Internet, etc.) on a worldwide basis.

Resources in Education (RIE) is a monthly abstract journal devoted to the document literature. Each issue announces approximately 1100 documents. RIE is published by the U .S. Government Printing Office (GPO) and is available on subscription from GPO.

Current Index to Journals in Education (CIJE) is a monthly index journal that cites journal articles from over 800 education periodicals/serials. The core journal literature in the field of education is covered, as well as numerous other education-related articles appearing in journals peripheral to the field. Each issue of CIJE announces approximately 1500 journal articles. CIJE is available on subscription from Oryx Press.

ERIC Clearinghouse Publications

In addition to collecting the literature of education for announcement in RIE and CIJE, the ERIC Clearinghouses analyze and synthesize the literature into research reviews, bibliographies, state-of-the-art studies, interpretive studies on topics of high current interest, digests, and many similar documents designed to meet the information needs of ERIC users. These publications are announced in RIE and are available in the ERIC microfiche collections provided by the ERIC Document Reproduction Service (EDRS).

Bibliographies of ERIC Clearinghouse Publications

Periodically, ERIC prepares bibliographies of its Clearinghouse publications. Only substantive publications are selected for these bibliographies. Routine brochures, accession lists, computer searches, newsletters, etc., are not normally included. This is the twenty-fifth bibliography in the series. All items in the series to date are listed below.

Accession Number of Bibliographies	Pages	Period Covered	Number of Items
1. ED-029 161	24 p.	FY 1968	149
2. ED-034 089	34 p.	FY 1969	240
3. ED-041 598	47 p.	FY 1970	366
4. ED-054 827	54 p.	FY 1971	416
5. ED-077 512	55 p.	FY 1972	415
6. ED-087 411	74 p.	FY 1973	396
7. ED-126 856	144 p.	FY 1974-75	534
8. ED-168 608	168 p.	FY 1976-1977 (through Dec. 1977)	600
9. ED-180 499	74 p.	JAN-DEC 1978	211
10. ED-191 502	58 p.	JAN-DEC 1979	159
11. ED-208 882	64 p.	JAN-DEC 1980	176
12. ED-224 505	72 p.	JAN-DEC 1981	173
13. ED-237 098	61 p.	JAN-DEC 1982	181
14. ED-246 919	52 p.	JAN-DEC 1983	117
15. ED-261 711	61 p.	JAN-DEC 1984	142
16. ED-271 125	62 p.	JAN-DEC 1985	176
17. ED-283 535	89 p.	JAN-DEC 1986	229
18. ED-295 685	86 p.	JAN-DEC 1987	239
19. ED-308 881	90 p.	JAN-DEC 1988	284
20. ED-321 774	82 p.	JAN-DEC 1989	256
21. ED-335 060	120 p.	JAN-DEC 1990	355
22. ED-348 053	96 p.	JAN-DEC 1991	262
23. ED-358 865	87 p.	JAN-DEC 1992	275
24. ED-369 420	111 p.	JAN-DEC 1993	267
25. ED-	—	JAN-DEC 1994	211
		TOTAL (1968-1994)	6,829

This bibliography covers the calendar year period from January through December 1994. It lists a total of 211 documents. Publications that have been produced through the cooperative endeavors of two or more Clearinghouses, or by ERIC Support Contractors other than Clearinghouses, have been listed under the Clearinghouse processing the item for announcement in the ERIC abstract journal *Resources in Education* (RIE).

Organization of This Bibliography

The format and arrangement of citations in this bibliography conform to that in the original announcement in RIE. Citations are arranged by Clearinghouse. Within each Clearinghouse section, documents are listed in accession number order. The content of the citations is the same as that in RIE. A sample citation is provided immediately preceding the citation section.

Three indexes are provided: Subject, Personal Author, and Institution. Index entries lead the user to an accession number. The Clearinghouse section in which the item is listed is indicated by a two-character alphabetic code in parentheses following the accession number, e.g., ED-123 456 (TM).

Availability of ERIC Clearinghouse Publications

ERIC Clearinghouse publications are published by the individual ERIC Clearinghouse responsible for producing them. As long as stocks last, original copies are usually available directly from the responsible Clearinghouse. In addition, however, they are announced in RIE. They are then contained in all ERIC microfiche collections and may be ordered in microfiche or paper copy from the ERIC Document Reproduction Service (EDRS).

For instructions on how to order materials from EDRS, see the appendixes in the back of this publication.

Adjunct ERIC Clearinghouses

An Adjunct ERIC Clearinghouse is an organization having a special interest in a topic within a regular ERIC Clearinghouse's scope and willing to affiliate itself with that Clearinghouse, at no cost to ERIC, for the purpose of improving bibliographic control over the literature in the special interest area.

There are currently a total of nine Adjunct ERIC Clearinghouses: Art Education; Chapter 1 (Compensatory Education); Child Care; Clinical Schools; Consumer Education; ESL Literacy Education; Law-Related Education; Test Collection; and U.S-Japan Studies. During 1994, one of these organizations produced publications of its own. These ten publications are highlighted in a special "Adjunct" resume section immediately following the arrangement of resumes by announcing Clearinghouse. Resumes for Adjunct ERIC Clearinghouses also appear under the Clearinghouse which announced them in RIE.

ACCESS ERIC

ACCESS ERIC is a component of the ERIC system specifically responsible for facilitating access to ERIC and to the information that it contains. Users who are uncertain as to exactly which ERIC component to contact may call ACCESS ERIC's toll free number (800-LET-ERIC (538-3742)) for advice and consultation.

AskERIC

AskERIC is an Internet-based question-answering service operated by the ERIC Clearinghouse on Information and Technology (IR). Questions directed at AskERIC's Internet address (askeric@ericir.syr.edu) are answered within 48 hours either by IR staff or by the staff of the appropriate ERIC component. Answers are directed back to the user's own Internet address.

ERIC® Ready Reference #3
Revised November 1994

Sample Document Resume

(for *Resources in Education*)

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Clearinghouse Accession Number

ED 654 321 CE 123 456

Author(s) — *Butler, Kathleen* *Smith, B. James*

Title — **Career Planning for Women.**

Institution. (Organization where document originated.) — Central Univ., Chicago, IL.

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Spons Agency — Office of Educational Research and Improvement (ED), Washington, DC.

Report Number—assigned by originator.

Report No. — ISBN-0-3333-5568-1; OERI-91-34

Date Published — Pub Date — May 92

Contract or Grant Number — Contract — RJ900000

Descriptive Note (pagination first).

Note — 30p.; An abridged version of this report was presented at the National Conference on Educational Opportunities for Women (9th, Chicago, IL, May 14-16, 1992).

Alternate source for obtaining document

Available from — Campus Bookstore, 123 College Avenue, Chicago, IL 60690 ($5.95).

Language of Document—documents written entirely in English are not designated, although "English" is carried in their computerized records.

Language —English, Spanish

Journal Citation

Journal Cit—Women Today; v13 n3 p1-14 Jan 1992

Publication Type—broad categories indicating the form or organization of the document, as contrasted to its subject matter. The category name is followed by the category code.

PubType— Reports—Descriptive (141)—Tests/Questionnaires (160)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—subject terms found in the *Thesaurus of ERIC Descriptors* that characterize substantive content. Only the major terms (preceded by an asterisk) are printed in the Subject Index.

Descriptors — Career Guidance, *Career Planning, *Demand Occupations, *Employed Women, *Employment Opportunities, Females, Labor Force, Labor Market, Postsecondary Education

ERIC Document Reproduction Service (EDRS) Availability—"MF" means microfiche; "PC" means reproduced paper copy. When described as "Document Not Available from EDRS," alternate sources are cited above. Prices are subject to change; for latest price code schedule see section on "How to Order ERIC Documents," in the most recent issue of RIE.

Identifiers—additional identifying terms not found in the *Thesaurus*. Only the major terms (preceded by an asterisk) are printed in the Subject Index.

Identifiers — Consortium of States, *National Occupational Competency Testing Institute

Informative Abstract

Women's opportunities for employment will be directly related to their level of skill and experience and also to the labor market demands through the remainder of the decade. The number of workers needed for all major occupational categories is expected to increase by about one-fifth between 1990 and 1999, but the growth rate will vary by occupational group. Professional and technical workers are expected to have the highest predicted rate (39 percent), followed by service workers (35 percent), clerical workers (26 percent), sales workers (24 percent), craft workers and supervisors (20 percent), managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information (in English and in Spanish) concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must: (1) receive better career planning and counseling, (2) change their career aspirations, and (3) fully utilize the sources of legal protection and assistance that are available to them. (Contains 45 references.) (SB)

Abstractor's Initials

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ERIC CLEARINGHOUSE PUBLICATIONS [1]

STATISTICAL SUMMARY - BY CLEARINGHOUSE BY YEAR (1968-1994)

CH	FY '68	FY '69	FY '70	FY '71	FY '72	FY '73	FY '74-'75	FY '76-DEC '77	JAN-DEC '78	JAN-DEC '79	JAN-DEC '80	JAN-DEC '81	JAN-DEC '82	JAN-DEC '83	JAN-DEC '84	JAN-DEC '85	JAN-DEC '86	JAN-DEC '87	JAN-DEC '88	JAN-DEC '89	JAN-DEC '90	JAN-DEC '91	JAN-DEC '92	JAN-DEC '93	JAN-DEC '94	TOTAL
AC	24	16	20	28	20	16																				124
AL	2	7	11	11																						31
CE							6	36	9	12	11	9	8	7	6	14	12	20	21	28	22	20	26	27	19	313
CG	5	8	19	22	16	15	13	22	16	12	5	8	10	5	12	7	21	11	20	15	17	11	34	10	28	362
CS						60	38	46	13	8	8	5	9	5	15	20	16	15	31	52	30	30	23	21	19	464
EA	6	8	14	36	18	43	62	78	19	14	12	31	25	2	10	20	7	18	23	14	40	22	23	13	12	570
EC	14	11	53	68	106	57	57	5	4	5	14	12	6	11	5	7	35	6	25	9	49	16	21	17	11	624
EF	1	19	16																							36
EM	7	8	11	8	14	16																				64
FL	7	27	29	16	16	12	27	26	16	10	10	11	9	3	7	3	3	21	16	9	28	21	11	28	21	387
HE		1	8	18	18	17	35	45	16	17	16	7	17	16	16	10	11	31	6	23	23	11	20	16	17	415
IR							30	47	8	12	6	4	14	5	9	20	11	14	11	23	19	21	36	16	15	321
JC	15	21	17	26	26	19	57	61	17	13	25	11	9	6	6	5	19	8	23	10	12	11	8	11 [3]	9	445
LI		2	7	9	14	8																				40
PS	11	12	7	15	21	26	41	40	15	6	18	12	6	6	11	7	14	7	13	12	11	17	10	19	15	372
RC	10	18	13	23	9	9	30	23	13	8	11	8	8	6	4	6	23	9	36	11	20	15	17	13	6	349
RE	16	19	15	9	5																					64
SE	11	17	22	28	13	30	53	46	28	10	12	18	20	17	13	20	14	18	10	7	21	20	4	25	9	486
SO				6	10	6	17	24	6	8	6	9	6	18	10	15	15	15	19	17	10	14	12	10	11	264
SP		7	28	19	19	19	31	31	9	7	7	14	6	5	2	10	14	13	6	2	15	13	10	15	9	311
TE	3	7	32	24	26																					92
TM				1	12	11	19	33	6	5	7	9	4	4	1	1	7	5	12	6	18	11	11	9	2	194
UD	6	14	14	10	10	14	18	37	16	12	8	5	24	1	15	11	7	28	12	18	20	9	9	17	8	443
VT	11	18	30	39	42	18																				158
TOTALS	149	240	366	416	415	396	534	600	211	159	176	173	181	117	142	176	229 [2]	239	284	256	355	262	275	267	211	6,829

AC (Adult Education); **AL** (Linguistics); **CE** (Adult, Career, and Vocational Education); **CG** (Counseling and Student Services); **CS** (Reading, English, and Communication); **EA** (Educational Management); **EC** (Disabilities and Gifted Education); **EF** (Educational Facilities); **EM** (Educational Media and Technology); **FL** (Languages and Linguistics); **HE** (Higher Education); **IR** (Information and Technology); **JC** (Community Colleges); **LI** (Library and Information Sciences); **PS** (Elementary and Early Childhood Education); **RC** (Rural Education and Small Schools); **RE** (Reading); **SE** (Science, Mathematics, and Environmental Education); **SO** (Social Studies/Social Science Education); **SP** (Teaching and Teacher Education); **TE** (Teaching of English); **TM** (Assessment and Evaluation); **UD** (Urban Education); **VT** (Vocational and Technical Education)

[1] i.e., Research Reviews, State-of-the-Art Reports, Bibliographies, Interpretive Studies, Digests, etc.
[2] Digests (2 page publications) routinely included in RIE for first time in 1986.
[3] Does not include 8 older Digests announced during 1993

Document Resumes

The document resumes in this section are arranged by ERIC Clearinghouse, with a secondary sort by accession number (ED number) within each Clearinghouse group. The following is a list of the ERIC Clearinghouses, the two-letter prefixes used to identify them, and the page on which each Clearinghouse's entries begin.

		Page			Page
CE	Adult, Career, and Vocational Education	1	JC	Community Colleges	26
CG	Counseling and Student Services	4	PS	Elementary & Early Childhood Education	27
CS	Reading, English, and Communication	9	RC	Rural Education and Small Schools	31
EA	Educational Management	12	SE	Science, Mathematics, & Environmental Education	32
EC	Disabilities and Gifted Education	14	SO	Social Studies/Social Science Education	33
FL	Languages and Linguistics	16	SP	Teaching and Teacher Education	36
HE	Higher Education	19	TM	Assessment and Evaluation	37
IR	Information & Technology	23	UD	Urban Education	38

CE

ED 363 701 CE 064 903
Kerka, Sandra
Consumer Education for High School Students. Trends and Issues Alerts.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—93
Contract—RR93002001
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Annotated Bibliographies, *Consumer Education, Curriculum, *Curriculum Development, *Educational Needs, Educational Resources, High Schools, *High School Students, Instructional Material Evaluation
Surveys have established that high school students are highly deficient in knowledge regarding basic topics typically covered in consumer education classes, such as economics, personal finance, and consumer rights and responsibilities. The following are among the current trends that have underscored the need for secondary consumer education: the trend to a global economy, increased use of advanced technology in everyday life, changing life-styles, environmental and social awareness and responsibility, integration of academic and vocational education, and the new levels of purchasing power and marketing attention given to adolescents. The place of consumer education in the high school curriculum continues to be an issue of concern; however, as approaches such as tech prep continue to gain momentum, consumer educators have increasingly been able to stress the relevance of consumer concepts and skills to the academic and vocational disciplines. The potential for bias in educational materials and information supplied by the private sector is another recurring issue of concern. (This summary of issues and trends includes an annotated bibliography of 21 curricula and educational resources and 3 resource organizations for secondary consumer education.) (MN)

ED 363 702 CE 064 904
Imel, Susan
The New Dislocated Worker. Trends and Issues Alerts.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—93
Contract—RR93002001
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Education, Annotated Bibliographies, Career Education, *Dislocated Workers, Educational Needs, *Employment Patterns, Job Search Methods, *Managerial Occupations, *Role of Education, Vocational Education, *White Collar Occupations
In the past, worker displacement resulting from structural changes in the economy remained confined to industrial occupations such as manufacturing. The recent trends toward corporate restructuring, global competition, and military downsizing have created new groups of dislocated workers, including upper and middle management and military personnel. Among the trends associated with white-collar worker displacement are the following: emergence of entrepreneurship as an alternative to corporate work, emergence of support groups to assist with job search, reexamination of traditional job search strategies, manifestation of differences in the ways males and females cope with job loss, disproportionate unemployment among older workers, and reassessment of careers. Adult, career, and vocational educators can respond to worker displacement in a number of ways, including the following: providing entrepreneurship training and ongoing support for individuals starting small businesses, offering classes in job-search strategies, and providing career counseling services to help individuals prepare for careers that may include involuntary job loss. (This trend and issues summary includes an annotated bibliography of 19 print resources and 7 resource organizations that can be consulted for additional information about the new displaced workers.) (MN)

ED 363 729 CE 064 957
Newman, Anabel P. And Others
Prison Literacy: Implications for Program and Assessment Policy.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.; National Center on Adult Literacy, Philadelphia, PA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—NCAL-TR-93-1
Pub Date—Sep 93
Contract—R117Q0003
Note—212p.
Available from—National Center on Adult Literacy, Dissemination/Publications, University of Pennsylvania, 3910 Chestnut Street, Philadelphia, PA 19104-3111 ($12; checks payable to Kinko's Copy Center).
Pub Type— Information Analyses (070) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—Adult Basic Education, *Adult Literacy, *Correctional Education, *Correctional Rehabilitation, Demonstration Programs, Educationally Disadvantaged, Educational Policy, Educational Research, Females, Illiteracy, *Literacy Education, Literature Reviews, Minority Groups, Prisoners, Program Evaluation, Public Policy, *Recidivism, Student Evaluation
The United States confronts the problem of a large and growing prison population, the majority of which is insufficiently literate. Added to the general effects of educational disability are the marginalizing factors of ethnicity, class, socioeconomic deprivation, and other handicaps. Historically, the situation in prison literacy is 150 years of reform attempts with uneven results, spotty application, and meager support. Despite increasing legal and social opinion in favor of inmates' greater rights to literacy and education, practice still lags far behind statute. Studies by U.S. and Canadian researchers reveal that the "right kind" of education in prison can reduce recidivism. The "right kind" of education is not premised on a penal mentality, but seeks to include moral education, democratic self-rule in the "just community," and instruction in the humanities, with a strong cognitive appeal, delivered by means of andragogical methods. An ideal program in prison literacy is one that educates inmates broadly, is governed for the sake of the learners, is cost effective, improves quality of life, and makes appropriate use of educational technology. Prison educators should critique current assessment and evaluation methods, undertake new and improved approaches, and establish improved standards. (Appendixes include a checklist of questions to analyze programmatic prison education, 94 endnotes, and 130 references.) (YLB)

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ED 363 796 CE 065 123
Wagner, Judith O.
Locating Education and Literacy Statistics. ERIC Digest.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-93-140
Pub Date—93
Contract—RR93002001
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Basic Education, *Adult Literacy, *Educational Research, Educational Trends, High School Equivalency Programs, *Information Sources, *Literacy Education, *Statistical Data
Identifiers—ERIC Digests
Although the ERIC database includes descriptions of documents containing education statistics, it is not designed to provide answers to specific statistical questions. The single best alternative source for statistics regarding all aspects of education and literacy is the National Center for Education Statistics (NCES), part of the U.S. Department of Education's Office of Educational Research and Improvement. Statistical information can be obtained by calling the information office at NCES; their reports and newsletters can be found at most state, university, and large-city public libraries. Literacy statistics can be located in the report produced by the National Adult Literacy Survey conducted by the NCES in cooperation with the Educational Testing Service. Each state has–or soon will have–a State Literacy Resource Center that will become part of a network of centers to stimulate the coordination of literacy services, enhance the capacity of state and local organizations to provide literacy services, and serve as a link between the National Institute for Literacy (NIL) and service providers. Information and/or statistics on various aspects of literacy can be obtained from the following: Institute for the Study of Adult Literacy; National Center for Family Literacy; Division of Adult Education & Literacy Clearinghouse, U.S. Department of Education; Center for Literacy Studies; Literacy Volunteers of America; NIL; Contact Center Inc.; and National Center on Adult Literacy. (Contains 12 references.) (YLB)

ED 363 797 CE 065 124
Lankard, Bettina A.
Part-Time Instructors in Adult and Vocational Education. ERIC Digest.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-93-141
Pub Date—93
Contract—RR93002001
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Education, Educational Needs, *Needs Assessment, *Part Time Faculty, *Professional Development, Teacher Evaluation, *Teacher Improvement, Teacher Orientation, *Vocational Education
Identifiers—ERIC Digests
Part-time instructors have been increasingly in demand in adult and vocational education. The two greatest benefits an educational program realizes by employing part-time instructors are cost savings and staff flexibility. Part-time employment offers certain benefits to instructors. Particularly drawn to such teaching commitments are semiretired professionals, individuals enrolled in full-time degree programs, and people who wish to augment their income by holding a second job. Lower salaries, lack of health insurance and other benefits, and lack of negotiation power regarding raises and promotions are among the frustrating aspects of part-time employment. Because they are employed primarily for their professional competence rather than their pedagogical training, many part-time instructors lack the teaching skills and teaching experience required in the classroom. Despite the importance of professional development, few institutions offer such activities to their part-time instructors. Four broad categories of training needs are introduction to the educational setting, development of basic skills needed by part-time adult educators, refresher courses for experienced workers, and specialized courses such as counseling, assertiveness, and computers. The instructional quality of part-time faculty can be improved through orientation, education and training, evaluation, and administrative support. (Contains 13 references.) (YLB)

ED 363 798 CE 065 125
Lankard, Bettina A.
Parents and the School-to-Work Transition of Special Needs Youth. ERIC Digest.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-93-142
Pub Date—93
Contract—RR93002001
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Career Development, Career Education, *Disabilities, Educational Legislation, *Education Work Relationship, Federal Legislation, High Schools, Individualized Education Programs, Interdisciplinary Approach, *Parent Participation, *Parent Role, School Counselors, *Special Needs Students, Vocational Education
Identifiers—Americans with Disabilities Act 1990, ERIC Digests, Individuals with Disabilities Education Act
The comprehensiveness and effectiveness of school-to-work transition activities are limited by staff and time. The unique and complicated counseling needs of students with disabilities require the involvement of other actors, primarily parents. Youth with disabilities and their parents must be knowledgeable about vocational opportunities and program requirements as well as community services and other benefits available to them by law. Federal legislation that has mandated certain policies to ensure transition assistance for students with disabilities includes the Individuals with Disabilities Education Act and the Americans with Disabilities Act. Other legislation delineates parental involvement at various points during transition. Multidisciplinary transition planning teams–whose core members include parent(s) or guardian, teacher, student, and a staff member appointed to coordinate the transition planning process–are one way of bringing parents into the mainstream of the transition process. Parents can support their children's transitions by organizing to ensure political pressure and compliance with the law, monitoring employers' hiring practices, ensuring access to public accommodations, and filing formal complaints. Collaborative consultation is effective in solving problems parents and students encounter in making school and work transitions. In this arrangement, teachers and parents are co-equals recognizing the expertise each brings to the planning. (YLB)

ED 363 799 CE 065 126
Kerka, Sandra
Women and Entrepreneurship. ERIC Digest.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-93-143
Pub Date—93
Contract—RR93002001
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Blacks, Career Education, Economic Opportunities, *Entrepreneurship, Federal Programs, *Females, Futures (of Society), Minority Groups, *Nontraditional Occupations, Risk, *Self Employment, Sex Discrimination, Sex Fairness, Sex Stereotypes, Small Businesses, Welfare Recipients
Identifiers—ERIC Digests
The spectrum of women-owned businesses ranges from full corporations to microenterprises. Women business owners share many characteristics and motivations of business owners generally; other factors are dissatisfaction with "glass ceiling" limits, desire for job flexibility, and age discrimination. Women entrepreneurs often face barriers not usually encountered by men: lack of socialization to entrepreneurship, exclusion from traditional business networks, lack of access to capital, discriminatory attitudes, gender stereotypes, and lack of confidence. Low-income women run up against barriers in the system, such as restrictions on recipients of Aid to Families with Dependent Children. Women of color face discrimination and cultural bias within their cultural group and in society. Federal support for women business owners includes programs and services of the Small Business Administration. New approaches are emerging from strategies being used in less developed countries to support women in development: stimulation of microenterprises, microcredit lending, and peer-group lending. Many women business owners are part of a new breed of entrepreneur whose goal is to identify a social cause, cultivate an opportunity, and turn it into a profit. Women's communal enterprises tend to take a holistic approach, balancing work, family, economic, and cultural values. (Contains 14 references.) (YLB)

ED 365 818 CE 065 445
Kerka, Sandra
Self-Directed Learning. Myths and Realities.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—94
Contract—RR93002001
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, *Adult Learning, *Andragogy, Educational Theories, *Independent Study, Learning Motivation, *Learning Strategies, Learning Theories, Misconceptions, *Self Determination
In addition to the cult mystique that the notion of self-directed learning (SDL) has attained, controversy has arisen over its definition, its proper environment, and other issues. Consequently, a number of issues have arisen. The first is that adults are naturally self-directed. The reality is that adults' reactions to and capability for SDL vary widely. SDL may be a lifelong phenomenon in which adults differ from other adults and from children in degree: some people are or are not self-directed learners; some people are or are not in different situations. The second myth is that self-direction is an all-or-nothing concept. Again, instead of the extremes of learner- versus other-direction, it is apparent a continuum exists. Adults have varying degrees of willingness or ability to assume personal responsibility for learning. Elements of the continuum may include the degree of choice over goals, objectives, type of participation, content, method, and assessment. The third myth is that self-directed learning means learning in isolation. The essential dimension of SDL may be psychological control, which a learner can exert in solitary, informal, or traditional settings. In other words, solitude is not a necessary condition. Educators seeking to develop the capacity for self-direction in learners will need to consider a number of dimensions: an expanded definition of SDL, SDL as characterized by factors along a continuum, and SDL as involving an internal change in consciousness. (Contains 14 references.) (YLB)

ED 365 819 CE 065 446
Imel, Susan
Jobs in the Future. Myths and Realities.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—94
Contract—RR93002001
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, *Career Change, Career Development, College Graduates, Education Work Relationship, Employment Opportunities, *Employment Projections, *Futures (of Society), Job Skills, Job Training, Labor Market, *Manufacturing, *Midlife Transitions, Misconceptions, Technological Advancement, Vocational Education
One result of the ambiguity surrounding future jobs is a number of myths not only about what jobs will be available and what they will be like but also about how to prepare for them. The first myth is "40 years and out," the notion that people will work continuously with one organization until retire-

ment. The reality is that individuals need to be prepared for careers that are likely to include involuntary job loss as well as many job changes. The second myth is that a college education will guarantee a good job. Good jobs will be available, but to get them graduates will have to begin looking earlier and be more astute about which job search strategies they use. The third myth is that manufacturing jobs will disappear. The reality is that although manufacturing jobs are projected to continue to decrease, they are a long way from disappearing. A likely scenario for future manufacturing jobs is that they will change radically: new manufacturing jobs will be created that will require different skills and pay less. The fourth myth is that technology will simplify work. The current consensus is that technology has not simplified work. Instead, what technology has done is eliminate many low-level jobs and increased the skill levels required for those that remain. The fifth myth is that job growth will level off. The United States is still creating about 2 million new jobs every year. Adult, career, and vocational educators must instill in learners the concept of lifelong learning, encourage participation in work experience, and prepare learners to expect career changes. (YLB)

ED 365 820 CE 065 447

Lankard, Bettina A.

Integration of Academic and Vocational Education. Myths and Realities.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—94

Contract—RR93002001

Note—4p.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Education, *Coordination, Educational Cooperation, Faculty Development, *Integrated Curriculum, Misconceptions, Postsecondary Education, *Program Implementation, School Business Relationship, School Community Relationship, Secondary Education, Team Teaching, *Vocational Education

Although most educators support the concept of integrating academic and vocational education and recognize the benefits it affords students, implementation of integrated curriculum and instruction is seen as problematical. One myth is that successful integration relies solely on teacher commitment and cooperation. The reality is that although teachers play a significant role in integrating academic and vocational education, they cannot effect significant change in the teaching and learning process without administrative, institutional, community, and state support. Institutions can facilitate integration by considering new policies for delivering integrated instruction. Integrated academic and vocational instruction also requires the cooperation of local schools and state-level policy boards. On the community level, administrators can obtain direction for their integration efforts by working with the business community to determine competencies needed by local employers. A second myth is that integration will result in the loss of teaching positions. In reality, enrichment rather than elimination describes the nature of teaching positions in an integrated education system. A final myth is that integration results in the majority imposing their will on the minority. Partnerships are the key to successful integration efforts. One technique fostering cooperation and collaboration is to use the consensus strategy approach. (YLB)

ED 368 889 CE 066 069

Lankard, Bettina A.

Recruitment and Retention of Minority Teachers in Vocational Education. ERIC Digest No. 144.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CE-94-144

Pub Date—94

Contract—RR93002001

Note—4p.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Faculty Mobility, *Minority Group Teachers, *Multicultural Education, Personnel Needs, Postsecondary Education, Secondary Education, Teacher Persistence, *Teacher Recruitment, *Teacher Supply and Demand, Vocational Education, *Vocational Education Teachers

Identifiers—ERIC Digests

Although the number of minority students in U.S. schools continues to increase, the number of ethnically diverse teachers continues to decline. The multicultural classroom creates a demand for teachers who are aware of cultural differences within the student population. Minority teachers are in a unique position to understand these differences and to provide ethnic role models. Several factors contribute to the shortage of minority teachers, including the low retention rate of minority students attending college and difficulties in transferring from two- to four-year colleges. Because many instructors in community colleges are vocational teachers, recruitment of students into vocational education and vocational education teaching careers has great potential. Among suggested strategies to enhance recruitment of minorities are the following: develop candidate pools, promote vocational education in the schools, establish scholarships for minority students, recruit at community colleges, and seek candidates in business and industry. Efforts to retain minority teachers in vocational education should include institutional commitment to multicultural understanding and diversity. The following are among incentives for enriching teachers' multicultural understanding: learning a second language, living in the community, becoming involved in the community, and celebrating cultural events. (MN)

ED 368 890 CE 066 070

Lankard, Bettina A.

The Place of the Humanities in Continuing Higher Education. ERIC Digest No. 145.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CE-94-145

Pub Date—94

Contract—RR93002001

Note—4p.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, *Adult Programs, *Educational Needs, *Educational Objectives, Higher Education, *Humanities, *Professional Continuing Education, *Relevance (Education)

Identifiers—ERIC Digests

Because of the perception that the humanities lack practical application to real problems and issues of many adults, they tend to be neglected in adult and continuing education programs/courses. In reality, the humanities can offer insight into the ways people view and interpret life's events. Several major trends in continuing education suggest a ready and eager market for program offerings in the humanities, including the trend toward physical decentralization of many colleges and universities, increasing reliance on technology, growing awareness of the global dimensions of virtually every discipline, and societal changes such as an aging population and changing lifestyles and family structures. Four general types of continuing education programs in the United States offer learners a number of options for exploring the humanities: credit and degree programs, noncredit programs, extension programs that include distance learning, and public programs. Available literature includes a number of recommendations for incorporating humanities into continuing education program offerings. Planners considering expanding humanities-related offerings must consider the culture settings of their institutions, demographics, and the goals for continuing liberal education. Gaining faculty support is also essential to program success as are collaboration and commitment at the faculty and institutional level. (MN)

ED 368 891 CE 066 071

Imel, Susan

Peer Tutoring in Adult Basic and Literacy Education. ERIC Digest No. 146.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CE-94-146

Pub Date—94

Contract—RR93002001

Note—4p.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adult Basic Education, *Adult Reading Programs, Educational Benefits, *Literacy Education, *Peer Teaching, Student Role, Teacher Role, Teacher Student Relationship, *Tutoring

Identifiers—ERIC Digests

Peer tutoring refers to the process of having learners help each other on a one-to-one basis. Two types of peer tutoring are found in adult literacy and basic education: "near peer" tutoring in which one learner is more advanced than the other and "co-peer" tutoring in which the learners are fairly well matched in skill level. The adage "those who teach learn twice" is frequently given as the basis for using the peer tutoring approach. Peer tutoring also helps adult learners move away from dependence on professional authority toward belief in their own ability to create knowledge, polish their communication skills, and persist in the learning situation because of bonds developed with other learners. Adult literacy programs that are already using collaborative, participatory methods will find peer tutoring to be an extension of their overall approach. Because the instructional environment becomes more learner directed when peer tutoring is used, teachers must prepare learners prepared to assume their new roles as peer tutors by helping them establish individual learning programs and contacting their peers for assistance. Teacher comfort with and commitment to peer tutoring are crucial to its success as an approach in adult basic and literacy education. (MN)

ED 368 892 CE 066 072

Kerka, Sandra

Life and Work in a Technological Society. ERIC Digest No. 147.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CE-94-147

Pub Date—94

Contract—RR93002001

Note—4p.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational Needs, *Educational Objectives, Elementary Secondary Education, *Science and Society, Sociocultural Patterns, *Technological Advancement, *Technological Literacy, *Technology Education

Identifiers—ERIC Digests

Technology is more than applied science. It is the processes and products by which humans have coped with and changed their environment throughout history. People have always lived and worked in a "technological society." Never before, however, has technological change been so rapid or broad in scope. The concept of an "educated person" includes an element of technological literacy, which is in turn a continuum on which individuals' levels of competence vary and degree of technological literacy needed depends on life and work roles. Increasing numbers of persons from demographic groups traditionally on the margins of technological experience are entering the work force at a time when the amount and breadth of technical training needed for many jobs has increased. Technology education is an important component of education that aims to prepare students for life and work in phases appropriate for different academic levels (ranging from awareness for elementary students to preparation for employment for high school and postsecondary students). A balanced curriculum recognizes the technological method as a mode of inquiry equal to those used in the sciences and humanities. Technology education is a problem-based method of inquiry; however, it should be balanced with

ideas-based inquiry. (Contains 11 references.) (MN)

ED 372 195 CE 066 737
Demystifying the Internet. Practitioner File.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—94
Contract—RR93002001
Note—5p.; Printed on colored paper.
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, Annotated Bibliographies, Career Education, *Computer Networks, *Computer Uses in Education, *Databases, Electronic Mail, *Information Dissemination, Information Networks, *Information Retrieval, Vocational Education
Identifiers—*Internet
This practitioner file is designed to provide information for adult, career, and vocational educators who have little or no experience using the Internet. Discussed first are the history of the Internet's development and its content and scope. Ways of obtaining an Internet connection are described. Next, annotated descriptions of eight sources of basic information about using the Internet are provided. Procedures for accessing the ERIC database on the Internet and for using various Listservs of relevance to adult, career, and vocational educators are detailed. Examples of the types of information available on the Office of Educational Research and Improvement's Gopher Server are provided. Presented next are a glossary of terms related to computer networks and an annotated bibliography of nine electronic journals of interest to adult, career, and vocational educators. The following issues of concern to educators are discussed briefly from the standpoint of the Internet: access and equity, education, communication styles, privacy and security, and information overload. The importance of addressing electronic mail correctly is highlighted. (MN)

ED 372 198 CE 066 788
Imel, Susan
Americans with Disabilities Act and Adult, Career, and Vocational Education. Trends and Issues Alerts.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—94
Contract—RR93002001
Note—4p.
Pub Type— Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Accessibility (for Disabled), *Access to Education, Adult Education, Annotated Bibliographies, Career Education, *Civil Rights Legislation, *Compliance (Legal), *Disabilities, *Employment Practices, Federal Legislation, Postsecondary Education, Secondary Education, Vocational Education
Identifiers—*Americans with Disabilities Act 1990
The Americans with Disabilities Act (ADA) requires that educational institutions make all of their programs, services, and activities readily accessible to and usable by learners with disabilities. The ADA also requires that all screening and testing procedures used to evaluate learners with disabilities be fair, accurate, and nondiscriminatory. Because educational institutions are employers, the ADA also affects their hiring and personnel practices by prohibiting discrimination on the basis of disability in all aspects of personnel selection and management. Adult, career, and vocational educators should view the ADA as both a challenge and an opportunity. Although passage of the ADA cannot change ingrained attitudes against persons with disabilities, it does open the possibility for adult, career, and vocational educators to provide educational opportunities to interpret the law through educational offerings. As appropriate, information about the ADA and its requirements can be part of regular courses or delivered through continuing education and executive development programs. (An annotated list of 25 print resources and resource organizations offering information that adult, career, and vocational educators can use in complying with the ADA and in developing program activities is included.) (MN)

ED 372 199 CE 066 789
Kerka, Sandra
New Technologies and Emerging Careers. Trends and Issues Alerts.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—94
Contract—RR93002001
Note—3p.
Pub Type— Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Annotated Bibliographies, *Career Change, *Career Education, Economic Change, Educational Change, Educational Needs, *Emerging Occupations, Employment Patterns, Employment Practices, *Futures (of Society), Organizational Change, Postsecondary Education, *Role of Education, Secondary Education, *Technological Advancement, Vocational Education
Technological innovations are giving rise to structural changes in the economy that are in turn creating profound changes in the nature of work and work organizations. Predicted changes are: traditional hierarchical organizations in the workplace will give way to network or weblike forms of organization; customary vertical divisions of labor will be replaced by horizontal divisions characterized by collaboration among autonomous teams; customized manufacturing will replace mass production; new service industries and occupations will evolve; the numbers of specialists and integrators will increase; and a "freelance economy" will emerge. The following are some implications of these changes for education and training: more occupations will deal with abstract information and procedural or mathematical reasoning; preparation for work will include formal education plus contextual or craft knowledge; formal education may impart just a disciplined way of thinking and the habits/skills of lifelong learning; the increased value of experiential learning will require new forms of tech prep and apprenticeship for youth and adults alike; and individuals will need to develop new attitudes about the cyclical nature of careers, career paths, and continuous learning. (An annotated list of 17 related publications is included.) (MN)

ED 372 305 CE 067 217
Zuga, Karen F.
Implementing Technology Education: A Review and Synthesis of the Research Literature. Information Series No. 356.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—94
Contract—RR93002001
Note—102p.
Available from—Center on Education and Training for Employment, 1900 Kenny Road, Columbus, OH 43210-1090 (order no. IN 356, $8.75 plus $3.50 postage and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Attitudes, *Curriculum Development, Educational Research, Higher Education, Instructional Effectiveness, Research Methodology, Research Problems, Secondary Education, *Secondary School Curriculum, Secondary School Teachers, Teacher Education, *Teacher Education Curriculum, *Technology Education
This review and synthesis of dissertations and other research literature published between 1987 and 1993 focuses on K-12 and teacher education in technology education. It begins with an overview of the research base. The review examines the status of and curriculum development in secondary technology education and technology teacher education, finding the following: superficial changes in the name of the field and course titles; little significant change in practice; a predominance of Delphi studies for curriculum development; and lack of innovative instructional materials. Technology education appears to be a homogeneous profession, overwhelmingly male. Research about minority participation is lacking. The profession is concerned with standardizing credentials and recruits successfully, but overall there is a low level of professional participation and development. Conclusions about effectiveness are mixed, partly due to problems in methodology. The public, administrators, and teachers have positive attitudes toward technology education. However, female students still appear to feel that technology is a male endeavor. Comparisons of U.S. and foreign students indicate that U.S. students have a weaker concept of technology. Despite concern for technological literacy, little research is conducted toward this end. The review concludes with recommendations for technology education research and 228 references. (SK)

ED 372 306 CE 067 218
Queeney, Donna S. English, John K.
Mandatory Continuing Education: A Status Report. Information Series No. 357.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—94
Contract—RR93002001
Note—69p.
Available from—Center on Education and Training for Employment, 1900 Kenny Road, Columbus, OH 43210-1090 (order no. IN 357, $7 plus $3.50 postage and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Accountability, Adult Education, Competence, *Lifelong Learning, *Outcomes of Education, *Professional Continuing Education, *Professional Occupations, Role of Education
Although whether or not to make continuing education mandatory is a controversial issue, most people recognize the need for professionals to continue learning throughout their careers. They disagree, however, as to the best ways to motivate professionals to learn how best to provide practice-oriented education. Increases in knowledge, technological advances, and rising public demand for accountability are increasing pressure for continuing professional education (CPE). Proponents of mandatory continuing education (MCE) make the following arguments: (1) CPE ideally should be voluntary, but this is an unrealistic goal; (2) MCE can result in more efficient, effective practice; (3) MCE can ensure equal access to a range of educational activities; and (4) MCE is a better alternative than periodic examination or review of practice. Opponents' objections cluster around four themes: (1) MCE violates adult learning principles; (2) evidence that MCE ensures competent performance or improves practice is lacking; (3) most MCE lacks quality control and relevance to practice needs; and (4) educational opportunities are not readily and equally available. Continuing education professionals should move beyond the mandatory debate and focus on providing practice-oriented continuing professional education. Educational activities should be designed for self-directed learners and contribute to participants' base of knowledge, skills, and abilities. Four factors define quality in CPE: participant readiness to learn, relevance to practice, appropriateness of presentation, and relevance to professionals' needs. (Contains 50 references.) (SK)

CG

ED 362 794 CG 025 055
Peterson, Marla P. Poppen, William
School Counselors and the First Freedom: A Guide for Responding to Challenges to Developmental Guidance Materials and Programs.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No—ISBN-1-56109-059-X
Pub Date—93
Contract—RI88062011
Note—101p.
Available from—ERIC/CASS, School of Education, University of North Carolina at Greensboro, 101 Park Bldg., Greensboro, NC 27412-5001.
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis

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Products (071)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Civil Liberties, *Civil Rights, Counselor Training, *Developmental Programs, Elementary Secondary Education, Higher Education, Legal Problems, *School Counselors, School Guidance
This document presents a training guide designed to be used by counselor educators in courses developed to prepare school counselors and by counselors themselves. Noting that recent developmental guidance materials and programs have been challenged for a number of reasons by various groups, the guide draws on the insights of those who have been challenged, the materials provided by organizations that have challenged developmental guidance materials and programs, and the suggestions of organizations that oppose challengers. It attempts to present the views of both challengers and the challenged. The guide is divided into four major sections. Section I deals with the right to challenge and the right to respond. Section II examines both challengers and the challenged. Section III looks at professional actions by professional counselors. Section IV presents resources on challenges and censorship. Included in the guide are seven activities that will put to test the readers' understanding and ability to apply what they have learned concerning: (1) the context for challenges; (2) what is known about challenges to guidance programs; (3) the nature of challenges to guidance materials and programs; (4) author/publisher responses to challenges; (5) what to do before a challenge occurs; (6) what to do after a challenge occurs; and (7) responsible actions. Also included are 10 full-page visuals that can be easily reproduced as overhead transparencies for use in group or classroom situations. (NB)

ED 362 821 CG 025 091
Walz, Garry R., Ed. Bleuer, Jeanne C., Ed.
Counselor Efficacy: Assessing and Using Counseling Outcomes Research.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-1-56109-056-5
Pub Date—93
Contract—RI88062011
Note—155p.
Available from—ERIC/CASS, School of Education, University of North Carolina at Greensboro, 101 Park Bldg., Green oro, NC 27412-5001.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Career Development, *Counseling Effectiveness, Counseling Techniques, *Counselor Qualifications, Counselor Training, Evaluation Methods, Family Counseling, Higher Education, Marriage Counseling, *Outcomes of Treatment, *Research and Development, School Counseling, Student Development, *Theory Practice Relationship
This monograph targets what is known about counseling outcomes in various counseling specialities while also providing a comprehensive overview of counseling outcomes research. The individual chapters were selected to focus on what leads to counselor efficacy, defined as the effectiveness of the counselor in bringing about counselor- and/or client-desired outcomes relating to the client. Each chapter includes a thorough review of the relevant literature and offers a summary of generalizations to be drawn from the area reviewed, as well as personal insights as to the implications of the review for counseling education, programs, and practices. Following a preface by Harold H. Hackney, the following chapters are included: (1) "Counselor Efficacy" (Garry R. Walz and Jeanne C. Bleuer); (2) "Career Development" (Rich Feller); (3) "Counselor Education" (Robert L. Gibson); (4) "School Counseling" (Nancy S. Perry); (5) "Student Development in Higher Education" (Cynthia S. Johnson); (6) "Marriage and Family Counseling" (Jon Carlson); (7) "A Review of the Counseling Outcome Research" (Tom Sexton); (8) "Important Considerations in Disseminating Counseling Outcomes Research" (Garry R. Walz); and (9) "A Summing Up" (Garry R. Walz and Jeanne C. Bleuer). A description of the Educational Resources Information Center/Counseling and Personnel Services Clearinghouse (ERIC/CAPS) and an annotated list of ERIC/CAPS publications are appended. (NB)

ED 362 822 CG 025 092
Gladding, Samuel T.
Effective Group Counseling.
ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-1-56109-057-3
Pub Date—94
Contract—RR93002004
Note—175p.
Available from—ERIC/CASS, School of Education, University of North Carolina at Greensboro, 101 Park Bldg., Greensboro, NC 27412-5001.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—*Counseling Effectiveness, *Counseling Techniques, Counselor Educators, *Counselor Training, *Group Counseling, Higher Education
This book focuses on the essential elements of leading effective groups in group counseling. Chapter 1 concentrates on the rationale behind using groups and their myths, advantages, and limitations. Chapter 2 discusses different types of groups, especially those that are therapeutic and task-oriented, and their theory and ethics. Chapter 3 delves into the qualities of group leadership; it covers the personal and professional characteristics that effective group leaders possess. Chapter 4 concentrates on the initial preplanning work of setting up any group, covering screening and selecting members and group composition. Chapter 5 explores issues that must be dealt with during a group's first few sessions, including a review of confidentiality. Chapter 6 focuses on the dynamics of transition, a stage often characterized by conflict; positive ways of handling friction as well as exercises that can be helpful in resolving conflict are discussed. Chapter 7 addresses the working stage of groups and presents techniques to aid the productive achievement of individual and collective goals. Effective ways to terminate groups and the importance of wrapping the group up properly are discussed in chapter 8. Creative group exercises and their uses and abuses are examined in chapter 9, which describes proven ways of assisting groups in the beginning, middle, and end of their life cycles. Chapter 10 looks briefly into the future of groups and probable uses of groups in the years to come. (NB)

ED 366 855 CG 025 199
Asher, Betty Turner
A President's Perspective on Student Services Delights and Debits. ERIC/CASS Digest.
ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-94-01
Pub Date—Apr 94
Contract—RR93002004
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Administrator Attitudes, College Students, Higher Education, Presidents, Student Needs, *Student Personnel Services, Student Personnel Workers
Identifiers—ERIC Digests
This digest focuses on the strengths and weaknesses of the student affairs profession in higher education. The strengths of student affairs include diversity and involvement. Student affairs staff are trained in many different disciplines and are located throughout the campus. The diversity of student affairs professionals is seen as the thread that enables the needs of students to be met and the mission of student affairs to be realized. Student affairs professionals nurture students' involvement in learning and ultimately facilitate the total undergraduate experience. Weaknesses in student affairs are also described. Student affairs professionals must become purposeful in learning and contributing new skills to participate at more central levels of the institution. Suggestions for becoming partners in the campus milieu are provided. Because of the lack of institutional awareness, the goal of student affairs professionals to be accepted as legitimate academic leaders with upwardly mobile tracks is often unrealized. The digest concludes that student affairs has a strong future in serving students, and an even stronger one in serving its institutions. (NB)

ED 366 856 CG 025 200
Gladding, Samuel T.
Effective Group Counseling. ERIC/CASS Digest.
ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-94-02
Pub Date—Apr 94
Contract—RR93002004
Note—3p.; For a book on this subject, see ED 362 822.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Counseling Effectiveness, *Counseling Techniques, *Group Counseling
Identifiers—ERIC Digests
This digest focuses on group counseling and how counselors can learn to lead groups effectively. There is a natural tendency for people to gather in groups for mutually beneficial purposes. A section on beginning counseling groups stresses the importance of pregroup planning. A number of issues that can affect the effectiveness of groups are addressed, including the objectives of group counseling, group membership and the screening of potential group members, rules in counseling groups, the time and place of group meetings, and group dynamics. A section on group stages provides a brief overview of the five stages that groups go through: (1) dependency or forming; (2) conflict or storming; (3) cohesion or norming; (4) interdependence or performing; and (5) termination or adjourning. The next section deals with group counseling skills. Important interpersonal skills that leaders of effective counseling groups need to employ are discussed, including active listening, linking, blocking, and summarizing. The digest concludes that conducting effective group counseling relies on the preparation of group leaders and their abilities to plan and conduct groups. (NB)

ED 366 862 CG 025 208
Bloland, Paul A. And Others
Reform in Student Affairs: A Critique of Student Development.
ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-1-56109-060-3
Pub Date—94
Contract—RR93002004
Note—129p.
Available from—CAPS, Inc., School of Education, University of North Carolina at Greensboro, Greensboro, NC ($16.95).
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—College Students, *Educational Change, Higher Education, *Student Development, Student Needs, *Student Personnel Services, Student Personnel Workers
This monograph provides an intensive examination of the student development movement in college student affairs. Chapter I examines student development as a reform movement within the field of student affairs in higher education. Chapter II challenges the assertion that student development as conceptualized in its seminal documents represents a new philosophical foundation and rationale for the field of student affairs. Chapter III raises a number of significant questions regarding current student development theories and the way they have been implemented on the college campus, employing six criteria of effective theory as an assessment template. Chapter IV discusses research on student development, particularly inquiries into the efficacy of student development interventions, and makes a series of observations regarding the research problems noted. Chapter V critiques the non-research literature of student development, looking particularly at journal articles, textbooks, and practitioner-oriented books. Chapter VI discusses the relationship between current student development theory and practice, the contributions of theory, and the problems that the use of student development theory has created for the field of student affairs. Chapter VII concludes the critique by pulling the previous six chapters together and offering a vision of an alternative paradigm for the stu-

dent affairs field, one that places it firmly within the context of the mission of higher education while avoiding many of the problems noted in the evaluation of the current fledgling paradigm of student development. (NB)

ED 366 879 CG 025 225
Kelly, Carol
School Psychologists: Leaders for Change Building a Secure Future for Children. CASS Digest.
ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.
Spons Agency—Department of Education, Washington, DC.
Report No.—EDO-CG-94-07
Pub Date—Apr 94
Contract—RR93002004
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adolescents, *Childhood Needs, Children, *Counselor Role, *Educational Change, Elementary Secondary Education, Futures (of Society), *School Psychologists
Identifiers—ERIC Digests
This digest examines the role of school psychologists in improving educational opportunities for children and adolescents. A variety of issues that affect children and their ability to learn are discussed: widening social class differences and increases in the number of children living in poverty; changing value systems; family disintegration; lack of financial support for education; and children's exposure to violence in their neighborhoods, schools and in the media. The need for leadership in addressing these issues is emphasized and the role of school psychologists as leaders is advocated. A number of change strategies are discussed, including forming positive relationships between adults and children; using research to determine what works and what does not; developing policies and encouraging legislation that support children and education; getting involved in the system; adopting a process for change in the schools; offering needed special services to students; increasing the school psychologist's visibility; and developing plans to make a difference in the schools. The digest concludes by urging school psychologists to use their skills to help the country and school communities shift their priorities and build a secure future for children. (NB)

ED 366 890 CG 025 238
Hinkle, J. Scott
Psychodiagnosis for Counselors: The DSM-IV. ERIC Digest.
ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-94-06
Pub Date—Apr 94
Contract—RR93002004
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Classification, *Counselor Training, *Educational Diagnosis, *Evaluation Criteria, Evaluation Methods, Higher Education, Labeling (of Persons), *Mental Disorders, *Psychological Evaluation
Identifiers—*Diagnostic Statistical Manual of Mental Disorders, ERIC Digests
This digest notes that there has been an increase in the number of graduate community mental health counseling programs requiring course work in abnormal behavior, psychopathology, and psychodiagnosis and that, as a result of this increase, utilization of the Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition (DSM-IV) also has been dramatically increased in counselor education training. Both advantages and disadvantages to using the DSM-IV within the counseling profession as well as major psychodiagnostic features of the DSM-IV are discussed. It is noted that each DSM-IV classification contains specific diagnostic criteria, the essential features and clinical information associated with the disorder, as well as differential diagnostic considerations, and includes information concerning diagnostic and associated features; culture, age, and gender characteristics; prevalence, incidence, course and complications of the disorder; familial patterns; and differential diagnosis. The 15 categories of mental disorders contained in the DSM-IV are listed and example given for each category. The five-axis multiaxial system by which DSM-IV diagnoses are coded is explained. Finally, sociocultural implications of using DSM-IV diagnoses are considered. The digest concludes that an up-to-date understanding of the DSM-IV and its implications in counseling will be imperative to the effective and ethical delivery of professional community mental health counseling services. (NB)

ED 372 339 CG 025 739
Borders, L. DiAnne, Ed.
Supervision: Exploring the Effective Components. ERIC/CASS Counseling Digest Series.
ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—94
Contract—RR93002004
Note—153p.; The individual ERIC Digests in this collection are also available separately, see CG 025 742-760.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Administration, *Counselor Educators, *Counselor Training, Elementary Secondary Education, Higher Education, *Supervision, *Supervisor Qualifications, Supervisors, *Supervisory Methods, Supervisory Training
Identifiers—ERIC Digests
This document contains a collection of ERIC Digests on supervision, a topic of critical professional importance for counselors. Following an introductory article by the guest editor, L. DiAnne Borders, "Supervision: Exploring the Effective Components," 19 digests address a different facet of supervision. The 19 digests are: (1) "Models of Clinical Supervision (George R. Leddick); (2) "Strategies and Methods of Effective Supervision" (Gordon M. Hart); (3) "Interpersonal Process Recall" (Craig S. Cashwell); (4) "The Supervisory Relationship" (Allan Dye); (5) "Supervisee Resistance" (Loretta J. Bradley and L. J. Gould); (6) "Gender Issues in Supervision" (Pamela O. Paisley); (7) "Multicultural Issues in Supervision" (Margaret L. Fong); (8) "Parallel Process in Supervision" (Marie B. Sumerel); (9) "Supervisory Evaluation and Feedback (Morag B. Colvin Harris); (10) "Ethical and Legal Dimensions of Supervision" (Janine M. Bernard); (11) "The Good Supervisor" (L. DiAnne Borders); (12) "Fostering Counselors' Development in Group Supervision" (Pamela O. Werstlein); (13) "Peer Consultation as a Form of Supervision" (James M. Benshoff); (14) "Supervision of School Counselors) (Patricia Henderson); (15) "Supervision of Marriage and Family Counselors" (Annette Petro Cryder, Donald L. Bubenzer, and John D. West); (16) "Clinical Supervision in Addictions Counseling: Special Challenges and Solutions" (Gerald A. Juhnke and John R. Culbreth); (17) "Administrative Skills in Counseling Supervision" (Patricia Henderson); (18) "Use of Technology in Counselor Supervision" (Jack A. Casey, John W. Bloom, and Eugene R. Moan); and (19) "Counselling Supervision: International Perspectives" (Michael F. Carroll). Following the collection of digests, the second section, "Significant Resources on Supervision: Targeted ERIC/CASS Searches," contains a separate ERIC search for each of the areas covered by the digests in section 1; the searches contain 6-12 citations. Section 3 contains information about additional ERIC/CASS resources in counseling and how to obtain them. Section 4, "ERIC/CASS Resource Pack," explains how to use and contribute to the ERIC system. (NB)

ED 372 340 CG 025 742
Leddick, George R.
Models of Clinical Supervision. ERIC Digest.
ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-94-08
Pub Date—Apr 94
Contract—RR93002004
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Clinical Experience, *Counselor Training, Developmental Programs, Models, *Supervision, *Supervisors, *Supervisory Methods
Identifiers—ERIC Digests
Clinical supervision is the construction of individualized learning plans for supervisees working with clients. The systematic manner in which supervision is applied is called a "model." Three types of models are discussed in this digest; they are: developmental models; integrated models (discriminant model); and orientation-specific models. The summary considers common ground shared by the major models of supervision. Contains 8 references. (NB)

ED 372 341 CG 025 743
Hart, Gordon M.
Strategies and Methods of Effective Supervision. ERIC Digest.
ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-94-09
Pub Date—Apr 94
Contract—RR93002004
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Counselor Client Relationship, Counselors, *Counselor Training, Individual Characteristics, *Supervision, *Supervisory Methods
Identifiers—ERIC Digests
A variety of strategies and methods are available to supervisors for use with counselors whom they supervise. This digest provides a summary designed to acquaint supervisors with techniques for enhancing the counseling behavior of their supervisees while also considering individual learning characteristics as depicted by the supervisee's developmental level. The use of strategies examining a supervisee's counseling behavior with current clients allows the supervisor to correct any error in assessment, diagnosis, or treatment of the client. The digest discusses methods of improving clinical competence and stresses the importance of examining actual counselor-client interactions. Methods of achieving this are explored, including the use of audio- and video-tapes of sessions and live supervision using television or one-way mirrors. A number of developmental considerations, depending on what works best for a particular supervisee, are addressed. Contains 7 references. (NB)

ED 372 342 CG 025 744
Cashwell, Craig S.
Interpersonal Process Recall. ERIC Digest.
ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-94-10
Pub Date—Apr 94
Contract—RR93002004
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Counselor Client Relationship, Counselors, *Counselor Training, *Interpersonal Competence, Models, *Supervision, *Supervisors, *Supervisory Methods
Identifiers—ERIC Digests, *Interpersonal Process Recall
This digest focuses on Information Process Recall (IPR), a supervision strategy developed to increase counselor awareness of covert thoughts and feelings and to deepen the therapeutic relationship between the counselor and the client. Steps in conducting IPR are given as a guideline for conducting IPR recall sessions using audio or video tapes. To aid supervisors, a number of questions are suggested. These questions are worded to enhance the supervisees' awareness of their blind spots at their own level of readiness and capability. The digest concludes that IPR provides supervisees with a safe place to examine internal reactions through reexperiencing the counselor-client Contains 6 references. (NB)

ED 372 343 CG 025 745
Dye, Allan
The Supervisory Relationship. ERIC Digest.
ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-94-11
Pub Date—Apr 94
Contract—RR93002004

Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Counselor Qualifications, Counselors, *Counselor Training, *Developmental Stages, *Interpersonal Relationship, *Supervision, *Supervisors
Identifiers—ERIC Digests

This digest reviews perspectives on the supervisory relationship from the recent supervision literature. It examines the relative importance of the relationship within the total supervision process; variables which influence the relationship; and how the relationship differs when working with experienced versus inexperienced counselors. The supervisory relationship is influenced by personal characteristics, some static and others dynamic in nature. Among static factors are: gender and sex role attitudes; and supervisor's style, age, and race. Dynamic sources include stages of the relationship and relationship dynamics such as power and intimacy. Two other sources of dynamic influence on the supervisory relationship are mentioned: (1) ambiguity, or uncertainty about supervisory expectations and methods of evaluation; and (2) role conflict, or expectations associated with the role of student in contrast with the role of counselor and colleague. The digest concludes with a list of five final notes on the supervisory relationship. Contains 9 references. (NB)

ED 372 344 CG 025 746
Bradley, Loretta J. Gould, L. J.
Supervisee Resistance. ERIC Digest.
ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-94-12
Pub Date—Apr 94
Contract—RR93002004
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Anxiety, Attitude Change, Change Strategies, Coping, Counselor Attitudes, *Counselors, Counselor Training, *Defense Mechanisms, Interpersonal Relationship, *Resistance (Psychology), *Stress Management, *Supervision, Supervisors
Identifiers—ERIC Digests

This digest focuses on issues of supervisee resistance, defined as defensive behaviors of the supervisee that serve to reduce supervision-induced anxiety. It describes resistant behavior and identifies ways to counteract it, while noting that supervisee resistance is common. The purposes and goals of supervisee resistance, as manifested in verbal and nonverbal behaviors, are discussed and it is concluded that resistant behaviors, regardless of their form, are coping mechanisms intended to reduce anxiety created by the supervision. Supervisee "games" are identified and five types of resistance found in such games are noted: (1) submission; (2) turning the tables; (3) "I'm no good"; (4) helplessness; and (5) projection. Methods of counteracting resistance are suggested. The digest concludes that supervisee resistance will be encountered regardless of the supervisor's skill level, and that the supervisor can learn to take resistance and turn it into a supervisory advantage. Contains 8 references. (NB)

ED 372 345 CG 025 747
Paisley, Pamela O.
Gender Issues in Supervision. ERIC Digest.
ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-94-13
Pub Date—Apr 94
Contract—RR93002004
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Counselors, *Counselor Training, Cultural Influences, *Interpersonal Relationship, *Sex Differences, *Supervision, Supervisors
Identifiers—ERIC Digests

This digest focuses on the effects of gender on supervision and the present status regarding gender within contemporary American culture. It presents a societal framework by reviewing three basic perspectives concerning gender differences, focused in areas of unequal distribution of power, socialization, and inherent differences. Following this is a discussion of gender issues related to therapy since supervision involves the oversight of counseling. Finally, supervision issues related to gender differences themselves are addressed, including differences in response to initiation of structure, style used in handling conflict, personalization of supervisee feedback, satisfaction with supervision, comfort with closure and initiation, and sources of power used by supervisors. Two related issues, sexual harassment and sexual involvement, are considered. Contains 8 references. (NB)

ED 372 346 CG 025 748
Fong, Margaret L.
Multicultural Issues in Supervision. ERIC Digest.
ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-94-14
Pub Date—Apr 94
Contract—RR93002004
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Counselors, *Cultural Awareness, *Cultural Pluralism, Ethnicity, Racial Differences, *Supervision, Supervisors, Supervisory Methods
Identifiers—ERIC Digests

This digest focuses on the need to consider multicultural issues in supervision of counselors and methods of multicultural supervision. A number of multicultural issues in supervision such as the myth of "sameness" is addressed. Models are described that advocate supervision as a method to assist multicultural counselor development. It is noted that several supervision techniques have been proposed to insure that the cultural dimension is addressed. These include: planned discussion of culture, exploration of supervisee and supervisor cultural backgrounds, and case management. Following these discussions of the multicultural "content" of supervision, the multicultural supervisory relationship is discussed as the "process" of supervision. Research is briefly reviewed that points to the critical important of the initial sessions in the multicultural supervisory relationship. The digest concludes that consistent themes in the literature on multicultural supervision are: (1) the critical role of the supervisor in promoting cultural awareness; (2) identification of cultural influences on client behavior, on counselor-client interactions, and on the supervisory relationship; and (3) provision of culture sensitive support and challenge to the supervisee. Contains 6 references. (NB)

ED 372 347 CG 025 749
Sumerel, Marie B.
Parallel Process in Supervision. ERIC Digest.
ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-94-15
Pub Date—Apr 94
Contract—RR93002004
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Counselors, *Interpersonal Relationship, *Supervision, Supervisors
Identifiers—Countertransference, ERIC Digests, *Parallel Process (Supervision), *Transference

This digest focuses on issues of parallel process in supervision. The concept of parallel process has its origin in the psychoanalytic concepts of transference, when the counselor recreates the presenting problem and emotions of the therapeutic relationship within the supervisory relationship, and countertransference, when the supervisor responds to the counselor in the same manner that the counselor responds to the client. Parallel process, then, is defined as that which occurs when the supervisory interaction replays, or is parallel with, the counseling interaction. Types of parallel process are identified and ways for the supervisor to respond to parallel process are discussed. Suggestions also are given for when supervisors should respond to parallel process. The digest concludes that the supervisor should always be aware of how the therapeutic relationship and client issues are presented by the counselor in the supervisory session, and that if the parallel process is not worked through in supervision, both the supervisory and therapeutic relationships will suffer. Contains 8 references. (NB)

ED 372 348 CG 025 750
Harris, Morag B. Colvin
Supervisory Evaluation and Feedback. ERIC Digest.
ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-94-16
Pub Date—Apr 94
Contract—RR93002004
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Counselor Educators, *Counselors, Counselor Training, *Evaluation Methods, *Feedback, *Supervision, Supervisors
Identifiers—ERIC Digests

This digest focuses on issues of supervisory evaluation and feedback. It suggests that there exist some fairly basic premises from educational psychology, educational evaluation, and counselor supervision literature that can improve supervision evaluation practices, and thus reduce the ambiguity and uncertainty about evaluation in supervision. Evaluation is defined and distinctions are made between summative and formative evaluations. It is noted that the heart of counselor evaluation is an ongoing formative process which uses feedback and leads to trainee skills improvement and positive client outcome. Evaluation practices and procedures are discussed. Resources are cited which outline requisite skills and knowledge for effective evaluation practices, and guidelines and suggestions from these resources are summarized in a list of eight effective evaluation practices. The digest concludes that the use of multiple methods for evaluation contributes to the supervisee's sense of self-worth and success. Contains 9 references. (NB)

ED 372 349 CG 025 751
Bernard, Janine M.
Ethical and Legal Dimensions of Supervision. ERIC Digest.
ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-94-17
Pub Date—Apr 94
Contract—RR93002004
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Competence, *Counselors, Counselor Training, *Ethics, *Legal Responsibility, *Supervision, Supervisors
Identifiers—ERIC Digests

This digest focuses on legal and ethical issues in supervision. Ethics call the supervisor to a standard of practice sanctioned by the profession while legal statutes define a point beyond which a supervisor may be liable. Several issues are considered, including competence of both the counselor and the supervisor. Dual relationships and therapeutic relationships are discussed, and it is noted that there has been greater divergence of opinion about what constitutes an inappropriate dual relationship between supervisor and counselor than between counselor and client. Finally, issues of informed consent, due process, confidentiality, and liability are addressed. The digest concludes that, as gatekeepers of the profession, supervisors must be diligent about their own and their supervisees' ethics. Contains 8 references. (NB)

ED 372 350 CG 025 752
Borders, L. DiAnne
The Good Supervisor. ERIC Digest.
ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-94-18
Pub Date—Apr 94
Contract—RR93002004
Note—3p.
Pub Type— Information Analyses - ERIC Informa-

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tion Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Competence, Counselors, Counselor Training, *Supervisor Qualifications, *Supervisors, Supervisory Methods
Identifiers—ERIC Digests
This digest focuses on characteristics of good supervisors. Only a few researchers have focused on supervisor qualities and skills, and only three very brief models of supervisor development have been proposed. Good supervisors seem to have many of the same qualities as good teachers and good counselors, i.e., being empathic, genuine, open, and flexible. In terms of professional characteristics, good supervisors are both knowledgeable and competent counselors and supervisors. Existing models of supervisor development are briefly reviewed. The digest concludes with the author's reflections on being a supervisor and a supervisor educator. Contains 8 references. (NB)

ED 372 351 CG 025 753
Werstlein, Pamela O.
Fostering Counselors' Development in Group Supervision. ERIC Digest.
ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-94-19
Pub Date—Apr 94
Contract—RR93002004
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Counselors, *Counselor Training, *Group Counseling, *Professional Development, *Supervision, *Supervisory Methods
Identifiers—ERIC Digests
This digest focuses on issues of group supervision of counselors and counselor trainees. It begins by describing the merits of group supervision, noting that group supervision is unique in that growth is aided by the interactions occurring between group members. Collaborative learning is identified as a pivotal benefit of group supervision, with the supervisees having opportunities to be exposed to a variety of cases, interventions, and approaches to problem-solving in the group. Models of group supervision are briefly summarized. The group supervision format requires that supervisors be prepared to use their knowledge of group process. Based on existing group supervision literature, and small group literature, a set of guidelines are offered to supervisors who wish to address process in group supervision. The digest concludes that the integration of knowledge and experience is greatly enhanced by group supervision. (NB)

ED 372 352 CG 025 754
Benshoff, James M.
Peer Consultation as a Form of Supervision. ERIC Digest.
ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-94-20
Pub Date—Apr 94
Contract—RR93002004
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Consultants, *Consultation Programs, *Counselors, Counselor Training, *Peer Counseling, Peer Relationship, *Supervision, *Supervisory Methods
Identifiers—ERIC Digests
This digest discusses the use of peer consultation as a form of counselor supervision, proposing that peer supervision and consultation may be potentially effective approaches to increasing the frequency and/or quality of supervision available to a counselor. Peer consultation is defined as an arrangement in which peers work together for mutual benefit and is further seen as a process in which critical and supportive feedback is emphasized while evaluation is deemphasized. A number of benefits to counselors offered by peer consultation experiences are listed. Peer supervision and consultation models are briefly reviewed, including the Structured Peer Consultation Model. Research on peer consultation is also reviewed. The digest concludes that research is providing accumulating support for the value of peer consultation/supervision experiences for professional counselors. Future researchers are called upon to continue to attempt to identify and quantify the unique contributions of this type of experience for counselor development. Contains 9 references. (NB)

ED 372 353 CG 025 755
Henderson, Patricia
Supervision of School Counselors. ERIC Digest.
ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-94-21
Pub Date—Apr 94
Contract—RR93002004
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Counselor Training, Elementary Secondary Education, Professional Development, *School Counselors, *Supervision, Supervisors, Supervisory Methods
Identifiers—ERIC Digests
This digest focuses on supervision issues for school counselors. It begins by addressing the need for professionally appropriate supervision to nurture school counselors' professional development. A section on the process of school counselor supervision begins by looking at clinical, developmental, and administrative supervision. The purpose of clinical supervision is the enhancement of counselors' professional skills and ethical functioning; the purpose of developmental supervision is the improvement of the guidance and counseling program and counselors' pursuit of professional development; and the purpose of administrative supervision is the assurance that counselors have worthy work habits, comply with laws and policies, relate well with other school staff and parents, and otherwise work effectively within the school system. Also within this section are discussions of performance improvement systems and supervisors. The digest concludes by considering the status of school counselor supervision. Contains 9 references. (NB)

ED 372 354 CG 025 756
Cryder, Annette Petro And Others
Supervision of Marriage and Family Counselors. ERIC Digest.
ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-94-22
Pub Date—Apr 94
Contract—RR93002004
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Counselors, Counselor Training, *Family Counseling, *Marriage Counseling, *Supervision, Supervisors, Supervisory Methods
Identifiers—ERIC Digests
This digest focuses on issues of importance to the supervision of marriage and family counselors. A brief overview notes that the defining hallmark of marriage and family supervision has been a systemic orientation. Other distinguishing features include a reliance on live forms of supervision, and the viewing of ethical issues within larger familial, cultural, and societal contexts. The next section looks at the complex family system and its influence on supervision. Marriage and family supervisory modalities are identified and their benefits are discussed. Contemporary forces shaping marriage and family supervision are described and the impact of social constructionism on marriage and family supervision is considered. A constructionist supervision method that uses a reflecting team of peers is described. Narrative-informed supervision is also presented. The digest concludes that promising additions to the field of marriage and family supervision involve questioning and collaborative team approaches that aid trainees in exploring and living out their ideal ways of being counselors. Contains 7 references. (NB)

ED 372 355 CG 025 757
Juhnke, Gerald A. Culbreth, John R.
Clinical Supervision in Addictions Counseling: Special Challenges and Solutions. ERIC Digest.
ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-94-23
Pub Date—Apr 94
Contract—RR93002004
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Alcoholism, *Counseling Techniques, *Counselors, *Drug Addiction, *Supervision, Supervisors, Supervisory Methods
Identifiers—ERIC Digests
This digest focuses on the clinical supervision of counselors involved in addictions counseling. An overview notes the growing field of addictions counseling and describes Powell's model of clinical supervision which blends aspects of several supervision theories. This model is developmental in nature, addresses nine descriptive dimensions of clinical supervision issues. These include: influence, therapeutic strategy, and counsel or in-house treatment. Issues specific to addictions counseling and supervision are outlined. The next section considers what it is that makes addictions supervision different from other forms of supervision. Three supervision issues that are idiosyncratic to substance abuse counseling are identified: the fact that a significant number of addictions treatment providers are paraprofessionals; the belief of many professional counselors and paraprofessionals facilitating addictions treatment that one must be in recovery to provide effective treatment; and that, to some degree, all treatment providers are influenced by personal issues. Other ingredients vital to the supervision process are discussed. Contains 5 references. (NB)

ED 372 356 CG 025 758
Henderson, Patricia
Administrative Skills in Counseling Supervision. ERIC Digest.
ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-94-24
Pub Date—Apr 94
Contract—RR93002004
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Administration, Counselors, *Counselor Training, *Supervision, *Supervisor Qualifications, Supervisory Methods
Identifiers—ERIC Digests
This digest focuses on administrative skills useful to the supervision of counselors. The administrator of a supervision program is defined as the person ultimately responsible for the quality of supervision provided and the effectiveness of the supervisory staff. A section on program management notes that administrators provide leadership and direction to supervision programs by developing and upholding the program mission and the goals of supervision. Administrative skills necessary to accomplish this are: political and communication skills; the ability to conduct effective and efficient meetings; and the responsibility for setting workable procedures and rules. Administrators of supervision should have the knowledge and skills needed to provide leadership to the supervision program staff, as well as the counseling program staff members. The roles of the administrator in managing personnel issues are identified. The digest concludes that appropriate training needs to be provided for counseling supervisors and extended for administrators of counseling supervision programs. Contains 4 references. (NB)

ED 372 357 CG 025 759
Casey, John A. And Others
Use of Technology in Counselor Supervision. ERIC Digest.
ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-94-25
Pub Date—Apr 94

Contract—RR93002004
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computers, *Counselors, Counselor Training, *Internship Programs, *Practicums, *Supervision, Supervisors, Supervisory Methods, *Technology
Identifiers—ERIC Digests
This digest focuses on the use of technology in the supervision of counselors. Each generation of new technology, from audiotapes and videotapes to fax machines and virtual reality, creates challenges and opportunities for the counseling supervisor. Increased use of computer-related technologies has given this generation of supervisors new ideas for integrating technology within both practicum and internship stages of training. At the practicum stage of supervision, technological aids can be used in both live and delayed supervision. At the internship stage, advances in electronic connectivity present several innovative possibilities for more efficient internship communication. There are limitations of technology and ethical considerations including confidentiality that must be considered. The digest concludes that from practicum to internship, strategies for improving the supervision experience can be utilized with the appropriate ethical integration of technology. Contains 8 references. (NB)

ED 372 358 CG 025 760
Carroll, Michael F.
Counselling Supervision: International Perspectives. ERIC Digest.
ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-94-26
Pub Date—Apr 94
Contract—RR93002004
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Counselors, Counselor Training, Cross Cultural Studies, Foreign Countries, *Supervision, Supervisors, *Supervisory Methods
Identifiers—ERIC Digests, *United Kingdom
This digest focuses on international perspectives related to counseling supervision. It describes two strands in the history and understanding of supervision, one emerging from the United States and the other from Britain. The factor that distinguishes them is the location of counseling training. In the United States counselor training has largely taken place in universities, while in Britain counselor training has existed almost exclusively within the private domain. The American and British systems of counselor supervision are compared and contrasted. The digest presents a developmental plan for the supervision process, noting that there appears to be a number of steps through which supervision develops. Internationally, countries may be seen at different stages of counseling supervision. Seven stages of supervision development are identified. The digest concludes that what is needed is more awareness of the cultural aspects of supervision so that supervision can be integrated into different countries with culturally-sensitive adaptations. Contains 9 references. (NB)

CS

ED 361 735 CS 214 030
Hamilton, Melinda Moke, Susan
Women Writers and the Canon. Focused Access to Selected Topics FAST Bib No. 72.
ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—[93]
Contract—USDERR93002011
Note—5p.
Available from—ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Annotated Bibliographies, Anthologies, *Authors, Cultural Literacy, *Females, Higher Education, High Schools, *Literary Criticism, *Literature Appreciation, Teaching Methods
Identifiers—Feminist Criticism, Historical Background, *Literary Canon
Reflecting educators' ongoing efforts to incorporate the female literary tradition into the canon that is commonly taught in high school and college classrooms, this bibliography derived from the ERIC database presents annotations of 21 journal articles and books concerning women writers and the canon published between 1984 and 1992. Sections of the FAST Bib are "Reevaluating the Canon" and "Teaching Literature by Women." (RS)

ED 361 736 CS 214 031
McGowen, Carolyn Smith
Teaching Literature by Women Authors. Teaching Resources in the ERIC Database (TRIED).
ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-927516-38-1
Pub Date—93
Contract—RR93002011
Note—225p.; Published in cooperation with EDINFO Press.
Available from—ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698 ($16.95).
Pub Type— Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—Annotated Bibliographies, *Authors, Biographies, Class Activities, Elementary Secondary Education, *Females, Lesson Plans, Literary Criticism, Literary Styles, Novels, Poetry, Short Stories, Teaching Methods, Vocabulary Development, Writing Skills
Identifiers—Gender (Language)
Designed to tap the rich collection of instructional techniques in the ERIC database, this compilation of lesson plans focuses on practical suggestions for addressing the works of women authors in the English/language arts classroom at elementary, middle-school, and secondary levels. The 57 lesson plans in this book cover lessons on gender equity, novels, biography and autobiography, short stories, and poetry. The book includes an activities chart which indicates the focus and types of activities (such as creative tasks, vocabulary development, oral reading, journal writing, symbols, and simulation) found in the various lessons. A 61-item annotated bibliography contains references to related resources in the ERIC database. (RS)

ED 361 813 CS 508 325
Weikle, Julia E.
Self-Talk & Self-Health. ERIC Digest.
ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CS-93-07
Pub Date—93
Contract—RR93002001
Note—3p.
Available from—ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Change Strategies, *Communication (Thought Transfer), *Health, *Self Efficacy
Identifiers—Communication Strategies, ERIC Digests, *Health Communication, Intrapersonal Communication, Message Responses, *Self Talk
This digest examines the ways in which self-talk, or inner speech, can help change people's health states. The digest first examines research theories that underpin the concept, then discusses the development of a positive mental attitude, and finally offers some conclusions as to how individuals can best face challenges through taking an active role in deciding what to think. This involves enhancing the positive messages people send themselves but also involves being realistic, identifying the causes for whatever is negative and understanding it as a signal to act. (NKA)

ED 363 869 CS 011 468
Collins, Norma Decker
Teaching Critical Reading through Literature. ERIC Digest.
ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CS-93-09
Pub Date—93
Contract—RR93002011
Note—4p.
Available from—ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Childrens Literature, *Classroom Environment, Critical Reading, *Critical Thinking, Elementary Secondary Education, *Reading Processes, *Teacher Role, *Thinking Skills
Identifiers—ERIC Digests, Response to Literature
Noting that it is only within the last decade that schools have begun to identify ways to optimize language use to promote higher level thinking, this ERIC Digest focuses on developing thinking skills in reading. The digest discusses the impetus for critical reading, the use of children's literature as a tool for teaching thinking skills, a classroom environment which fosters inquiry, the active reader, and the teacher's role. (RS)

ED 363 884 CS 214 105
Simic, Marjorie
Publishing Children's Writing. ERIC Digest.
ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CS-93-08
Pub Date—93
Contract—RR93002011
Note—3p.
Available from—ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Audience Awareness, Classroom Environment, Elementary Education, Teacher Role, *Writing for Publication, *Writing Instruction, *Writing Processes
Identifiers—*Childrens Writing, ERIC Digests, Writing Development
To make writing public, the writer must have an audience. A cooperative and caring environment that invites children to share and respond is the type of supportive environment in which children's reading and writing can flourish. Children who have not published do not write for an audience, but instead write for a critical reader–the teacher. According to several experts, how teachers choose to make student writing public may not be as significant as the attitude instilled in students during the writing. An integral part of the publication stage is sharing, in which children receive feedback on their writing while in the "author's chair" or the "author's circle." In the process of revision, children become responsible for corrections. Ultimately, the goal is for students to be able to express themselves and what they are learning through writing. (RS)

ED 364 926 CS 508 405
Aiex, Nola Kortner
A Communicative Approach to Observation and Feedback. ERIC Digest.
ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CS-93-10
Pub Date—93
Contract—RR93002011
Note—3p.
Available from—ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides -

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Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrator Role, *Classroom Observation Techniques, Elementary Secondary Education, Evaluation Methods, *Feedback, *Interpersonal Communication, *Teacher Administrator Relationship, *Teacher Evaluation, Teacher Improvement, Teaching Styles
Identifiers—Communication Behavior, ERIC Digests, Observation Techniques, Supervisor Supervisee Relationship

Classroom observation and evaluation of teachers by supervisors or principals is a delicate process. Most teachers would welcome feedback from their supervisors about improving teaching, but they rarely receive it. Many times the role of the principal is unclear in the observation process. Standardized observation formats sometimes fail to accommodate the skewed patterns of instructional delivery found among a particular group of teachers. Having evaluation personnel develop a school-specific format, based upon existing teaching styles, would be one alternative to using a standardized format. The feedback conference should begin on a positive note. As the supervisor goes through the observation process, the establishment of supervisor-teacher rapport is the most important element. The probability of a successful observation process where mutual communication occurs between teacher and administrator improves dramatically when the criteria for observation are mutually agreed upon, and when the supervisor proceeds with sensitivity and skill. (RS)

ED 365 979 CS 011 580
Macfarlane, Eleanor C.
Children's Literacy Development: Suggestions for Parent Involvement. ERIC Digest.
ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CS-94-02
Pub Date—94
Contract—RR93002011
Note—4p.
Available from—ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Early Childhood Education, *Enrichment Activities, Library Services, Listening, *Parent Child Relationship, Parent Materials, *Parent Participation, *Parent Role, Parents as Teachers, Play, Public Libraries, Reading Aloud to Others, Writing (Composition)
Identifiers—Childrens Writing, *Emergent Literacy, ERIC Digests

Noting that parents are their children's first and most important teachers, this digest provides suggestions and recommends resources to help parents become involved in their children's literacy development. The digest discusses visiting the public library; reading aloud and modeling reading; playing with children; listening to children read; having book conversations with children; and helping children write. The digest also presents a sampling of free or inexpensive materials that parents can send for. (RS)

ED 365 989 CS 214 165
Jenkinson, Edward
Writing Assignments, Journals, and Student Privacy. ERIC Digest.
ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CS-94-01
Pub Date—94
Contract—RR93002011
Note—3p.
Available from—ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Censorship, Elementary Secondary Education, *Journal Writing, *Parent Attitudes, *Privacy, *Student Rights, Textbook Evaluation, *Writing Assignments
Identifiers—ERIC Digests, Hatch Amendment, *Personal Writing

Nine years ago, many parents protesting the Protection of Pupil Rights Amendment (commonly referred to as the Hatch Amendment) accused the schools of invading student privacy in sex and drug education classes, in counseling sessions, and in English classes. Some parents testifying at hearings conducted by the United States Department of Education also rejected student journal writing and any speaking or writing assignments that called for the revelation of personal experiences. It is appropriate for teachers to remind students that effective writing often includes personal experience and concrete details, but the students should have the option of deciding what is to be shared with the teacher. Long before the hearings on the Hatch Amendment, textbook censors Norma and Mel Gabler found what they charged were invasions of privacy in a variety of textbooks–they objected to questions that call for students' opinions or declarations of values. Charges of invasion of student privacy cannot be dismissed lightly. Teachers, counselors, and administrators must consider carefully the classroom questions, activities, and assignments that call for the revelation of private information about students and/or their families. Guidelines developed by the National Council of Teachers of English suggest that teachers: explain that journals are not diaries but are concerned with the content of courses; do something active and deliberate with what students write; and award points for journals but not grade them. (RS)

ED 366 905 CS 011 581
Smith, Carl B., Comp.
Whole Language: The Debate.
ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-927516-39-X
Pub Date—94
Contract—RR93002011
Note—405p.; Published with EDINFO Press.
Available from—ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2805 E. 10th St., Smith Research Center, Suite 150, Bloomington, IN 47408-2698 ($24.95 plus shipping/handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Books (010) — Opinion Papers (120)
EDRS Price - MF01/PC17 Plus Postage.
Descriptors—Annotated Bibliographies, Debate, *Educational Research, Elementary Education, *Instructional Effectiveness, Literacy, Reading Instruction, Reading Teachers, Theory Practice Relationship, *Whole Language Approach
Identifiers—Controversy, *Educational Issues

This book presents a debate between "reasonable" educators who either claim that there is evidence for the effectiveness of whole language, or who challenge the claim that whole language works across the broad spectrum of learners. The book presents the debate in the form of formal debate resolutions, opening "statements," transcripts of a "face-to-face shoot-out" at a convention of the National Reading Conference in San Antonio, Texas, further written responses, and commentary on the debate. Contents of the book are: "'And the Winner Is...!' The Context of the Debate" (Carl B. Smith); "Call Me Teacher" (Susan Ohanian); "Whole Language and Research: The Case for Caution" (Michael C. McKenna and others); "Moderator's Comments" (Carl B. Smith); "The Answer Is Yes..." (Patrick Shannon); "Unlike Patrick, We Do Accept Reality..." (Michael McKenna); "Who the Hell Are You?" (Susan Ohanian); "Let Us Not Permit Ourselves to Be Forced into Bitterly Polarized Positions..." (Richard Robinson); "Audience Participation" (moderated by Carl B. Smith); "People Who Live in Glass Houses..." (Patrick Shannon); "Emerging Perspectives on Whole Language" (Michael C. McKenna and others); "Whole Language: Now More Than Ever" (Shelley Harwayne); "Is Whole Language 'The Real Thing'? Advertisements and Research in the Debate on Whole Language" (Steven Stahl); "New Questions, Different Inquiries" (Jerome Harste); and "Commentary on the ERIC Whole Language Debate" (Michael Pressley). A selected, annotated bibliography of approximately 1,000 items from the ERIC database concerning whole language is included. (RS)

ED 366 985 CS 214 237
Smith, Carl B.
Helping Children Understand Literary Genres. ERIC Digest.
ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CS-94-03
Pub Date—94
Contract—RR93002011
Note—3p.
Available from—ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adolescent Literature, *Childrens Literature, Elementary Secondary Education, *Folk Culture, *Literary Genres, Story Telling, Writing Improvement
Identifiers—ERIC Digests, *Folktales, Oral Literature, Universality

Analysis of different types of literature promotes cognitive development by giving students an opportunity to apply similar skills and strategies discussed in one genre–fiction, for example–to other genres like poetry, reports, descriptive pieces, and plays. The major intellectual function that each literary genre provides can be examined in terms of schema theory. In schools where writing is used as a means to promote clear thinking, it appears that reading a variety of literary genres has a related positive effect on writing. One genre that might be effective as a beginning point, and is particularly enjoyable for children, is folktales. Folktales are common in all countries, universal in nature. Through the use of a simple genre like the folktale, educators can help children understand that there are different types of literature. It is not necessary for children to define every piece of literature that they read, though the elementary school curriculum should provide a wide range of genres. (RS)

ED 366 995 CS 214 250
Dvorak, Jack And Others
Journalism Kids Do Better: What Research Tells Us about High School Journalism.
ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-927516-40-3
Pub Date—94
Contract—RR93002011
Note—476p.; Published with EDINFO Press.
Available from—ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698 ($24.95).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC20 Plus Postage.
Descriptors—Annotated Bibliographies, *Court Litigation, *Freedom of Speech, High Schools, *Journalism Education, Literature Reviews, School Newspapers, Student Development, Student Publications, Teacher Role, Writing for Publication
Identifiers—*Hazelwood School District v Kuhlmeier, *Journalism Research, Scholastic Journalism

Designed for and by high school journalism educators, this book provides practical information for secondary school teachers and media advisers so that they can solve the problems they confront daily and learn and grow in their jobs. Chapters in the book are: (1) What Are We Doing Here, Anyway?; (2) Grades, ACT Tests, Attitudes, and Involvement; (3) Advanced Placement; (4) Journalism Programs Involve Almost a Million Kids and Teachers; (5) Teachers Make It Work, But How? Certification, Satisfaction, Professional Life; (6) Who Pays the Piper? Sources of Newspaper Budgets; (7) Who Calls the Tune? Linking Budget Sources and Free Expression; (8) The Rugged Road to Scholastic Press Freedom; (9) "Hazelwood": The Supreme Court Sets Up a Detour; (10) Scholastic Press Freedom in the '90s: How Advisers and Students Are

Coping with "Hazelwood"; and "Concluding Thoughts: We Don't Just Make It Up as We Go Along." An 80-page bibliography classified by subject and arranged in reverse chronological order is attached. Entries in the bibliography present ERIC accession numbers and annotations where available. (RS)

ED 367 988 CS 214 260
Smith, Carl B. Reade, Eugene W.
Word History: A Resource Book for the Teacher.
ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-927516-44-6
Pub Date—94
Contract—RR93002011
Note—186p.; For a companion volume, see ED 327 856.
Available from—ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698 ($12.95).
Pub Type— Guides - Classroom - Teacher (052) — Historical Materials (060) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—Annotated Bibliographies, Class Activities, *English, *English Instruction, *Etymology, Secondary Education, Study Guides, Word Study Skills
Identifiers—Historical Background, *Word Formation, Word Games, *Words
A classroom companion to "Word History: A Guide to Understanding the English Language," this book provides teachers with additional information to help them include the study of word history in their classroom routine. The book presents suggestions and activities that can be used to challenge students to play with words; to give teachers brief explanations for the origins of selected words; to provide exercises that students can work on by themselves; to give teachers sample week-long plans for certain kinds of word study; and to provide supplementary activities for ideas presented in the companion book. Teachers may use the book as a guide to a concentrated study of word history, or as a source of daily 5- to 10-minute brainteasers. The book also presents extensive annotations of six ERIC documents that serve the classroom teacher and an 11-item annotated bibliography of books that move beyond the introductory material in the book and its companion volume. (RS)

ED 369 034 CS 011 652
Nelson, Carol
Organizing for Effective Reading Instruction. ERIC Digest.
ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CS-94-04
Pub Date—94
Contract—RR93002011
Note—3p.
Available from—ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Ability Grouping, *Classroom Environment, Classroom Techniques, *Cooperative Learning, Elementary Education, *Grouping (Instructional Purposes), Instructional Effectiveness, *Reading Instruction, Student Attitudes, *Teacher Attitudes
Identifiers—ERIC Digests, Peer Support
This digest deals with within-class reading ability grouping. The digest discusses limitations of grouping; teacher attitudes; student recollections of ability grouping experiences; and grouping for specific purposes (focusing on cooperative learning and its benefits). The digest suggests that good teachers who provide supportive environments for their students and who are aware of the strengths and weaknesses of grouping will make the decisions that are right for themselves, for their classroom situation, and for their students. (RS)

ED 369 075 CS 011 696
Farr, Roger Tone, Bruce
Theory Meets Practice in Language Arts Assessment. ERIC Digest.
ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CS-94-05
Pub Date—94
Contract—RR93002011
Note—3p.
Available from—ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, Elementary Secondary Education, *Evaluation Methods, *Language Arts, *Portfolios (Background Materials), *Student Evaluation, *Theory Practice Relationship
Identifiers—*Alternative Assessment, *Authentic Assessment, ERIC Digests, Portfolio Approach
Pressed by the vise created by the "era of accountability" and evolving theory which emphasizes constructing meaning and problem solving, educators have become more articulate about defending the classroom impact of new theory. Assessment in the classroom is following contemporary descriptions of learning, thinking, and language use as "processes"–or even one inseparable process. At the same time, the public's concern with academic achievement may have slowed real improvement in education. The result of the use of short-answer or selected-answer assessments has been a narrowing of the curriculum, exacerbated by textbook authors and publishers pressured to structure materials to reflect the content of achievement tests. In the language arts, there is a spreading emphasis on using portfolios as an alternative assessment. In this approach, assessment becomes instruction because students are learning to assess themselves. Many state and local school districts across the country are also experimenting with "performance" or "authentic" tests. Authors and publishers of assessment materials have begun to produce textbooks and instructional materials which cut across content areas. Educators now have a wider, richer selection of materials and ideas to match to the theories to which they subscribe. (RS)

ED 370 081 CS 011 703
Behm, Mary Behm, Richard
Let's Read! 101 Ideas To Help Your Child Learn To Read and Write. Bilingual Edition. Revised Edition = Leamos! Prepare a sus hijos a leer y escribir: 101 Ideas. Texto Bilingue.
ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-927516-60-8
Pub Date—95
Contract—RR93002011
Note—126p.; Published with EDINFO Press. Supersedes previous edition, see ED 358 443. New material consists of "Preface" and "For More Information."
Available from—ERIC Clearinghouse on Reading, English, and Communication/EDINFO Press, Indiana University, P.O. Box 5953, Bloomington, IN 47407 ($8.95 plus $3 shipping and handling; Indiana residents add 5% sales tax).
Language—Spanish; English
Pub Type— Books (010) — Multilingual/Bilingual Materials (171) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Early Childhood Education, *Family Environment, *Learning Activities, *Parent Child Relationship, Parent Participation, *Parents as Teachers, *Reading Attitudes, Young Children
Identifiers—Family Literacy
Based on the idea that parents are the first and most important teachers, this bilingual (Spanish/English) book offers 101 practical and fun-to-do activities that children and parents can do together. The revised edition provides a preface by Professor Josefina Villamil Tinajero and additional information of particular interest to Latino parents. The activities in the book are organized to fit the way parents tend to think about their time with their children: in the nursery; around the home; at bedtime; on the road; out and about; when you're away; using television; and success in school. The book concludes with an afterword and a list of additional resources for parents. (RS)

ED 372 375 CS 011 795
Weaver, Constance
Phonics in Whole Language Classrooms. ERIC Digest.
ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CS-94-06
Pub Date—94
Contract—RR93002011
Note—3p.
Available from—ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Classroom Environment, Elementary Education, Language Acquisition, *Phonics, Reading Skills, *Teacher Role, Teaching Methods, *Whole Language Approach
Identifiers—ERIC Digests
This digest discusses some of the ways children develop functional phonics knowledge in the context of authentic reading and writing, as well as some of the ways teachers can foster such development. The digest suggests that children develop phonics knowledge by: having familiar stories or poems read to them repeatedly; discussing letter/sound relationships in the context of authentic reading selections; reading favorite stories, songs, and poems independently or with a peer; and developing their own strategies for learning letter/sound patterns. The digest discusses ways teachers can help children develop phonics knowledge: (1) have faith in children as learners; (2) discuss interesting patterns of onsets and rimes in the context of shared reading experiences; (3) emphasize the use of letter/sound cues along with prior knowledge and context; (4) foster the acquisition of phonics knowledge indirectly, through various means; (5) be alert for children's idiosyncratic ways of developing phonics knowledge; and (6) provide additional materials and help for individual children. (RS)

ED 372 414 CS 214 456
Andrews, Sharon Vinci
Teaching Kids To Care: Exploring Values through Literature and Inquiry.
ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-927516-41-1
Pub Date—94
Contract—RR93002011
Note—248p.; Published with EDINFO Press.
Available from—ERIC/EDINFO Press, Indiana University, P.O. Box 5953, Bloomington, IN 47407 ($19.95 plus 10% shipping/handling; Indiana residents add 5% state sales tax).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Classroom - Teacher (052) — Books (010)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors—Annotated Bibliographies, *Childrens Literature, *Critical Thinking, Elementary Secondary Education, *Ethical Instruction, Individual Development, Moral Values, Textbook Evaluation, Values Clarification, *Values Education
Identifiers—Educational Issues, *Moral Reasoning
Designed for teachers and arguing that democratic values are best taught in democratic classrooms, this hands-on guide offers clear directions for exploring values using children's literature as a starting point. Combining numerous classroom examples with practical advice, backed up by historical analysis and educational theory, the book: (1) discusses crucial questions, such as the defining of values and how to teach values; (2) provides clear examples of how inquiry- and literature-based investigation of values work in classrooms; (3) presents instructional strategies that promote self-directed discovery of values; (4) offers a unique bibliography of literature that guides children in their values exploration; and (5) provides an analysis of textbooks and their connection to moral edu-

cation. Includes an additional select annotated bibliography. Contains 147 references. (NKA)

ED 372 460 CS 508 666
Aiex, Nola Kortner
Home Schooling and Socialization of Children. ERIC Digest.
ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CS-94-07
Pub Date—94
Contract—RR9300211
Note—3p.
Available from—ERIC Clearinghouse on Reading, English, and Communication, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Educational Research, Elementary Secondary Education, Family Influence, *Home Schooling, Individual Development, *Interpersonal Competence, Nontraditional Education, *Parents as Teachers, Parent Student Relationship, Religious Factors, *Socialization
Identifiers—ERIC Digests, New Age Thinking, Nontraditional Lifestyles
This digest offers background information on home schooling and discusses conflicting viewpoints culled from research on the socialization of home-schooled children. The digest first notes the rapidly escalating numbers of children who are being home schooled in the 1990s and comments upon the professionalization of resources offered for parents who home school. The digest then addresses some of the reasons that parents school their children at home. They include: living in areas where schools are not readily available and being anxious about the physical well being of their children in an increasingly more violent school setting. Next the digest discusses current research on socialization of children. Finally, it is pointed out that most experts feel that more research on home schooling and socialization is necessary–that what is available is inconclusive. Contains 8 references. (NKA)

ED 372 461 CS 508 673
Sproule, J. Michael
Channels of Propaganda.
ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-927516-61-6
Pub Date—94
Contract—RR93002011
Note—391p.; Published with EDINFO Press.
Available from—ERIC/EDINFO Press, Indiana University, P.O. Box 5953, Bloomington, IN 47407 (paperback: ISBN-0-927516-61-6; $24.95; clothbound: ISBN-0-927516-34-9, $39.95; 10% shipping/handling; Indiana residents add 5% state sales tax). shipping/handling; Indiana residents add 5% states sales tax).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Opinion Papers (120) — Reports - Evaluative (142)
EDRS Price - MF01/PC16 Plus Postage.
Descriptors—Business, Democratic Values, Elementary Secondary Education, Federal Government, Higher Education, Information Sources, *Mass Media Role, *Mass Media Use, *Persuasive Discourse, Political Attitudes, *Political Issues, *Propaganda, Public Opinion, Public Relations, Religious Factors
Identifiers—Educational Issues, Media Government Relationship, Propaganda Analysis, Public Interest, Researcher Role, Rhetorical Strategies, Special Interest Groups
Defining propaganda as "efforts by special interests to win over the public covertly by infiltrating messages into various channels of public expression ordinarily viewed as politically neutral," this book argues that propaganda has become pervasive in American life. Pointing out that the 1990s society is inundated with propaganda from numerous sources (including government, business, researchers, religious groups, the news media, educators, and the entertainment industry) the book exposes these channels of propaganda and the cumulative effect they have on public opinion and the functioning of American democracy. Chapter 1 reviews materials on diverse vantage points from which American writers and opinion leaders have tried to reconcile mass persuasion with the democratic way of life during the 20th century. Chapters 2-6 examine propaganda in: (1) government (e.g., Federal Bureau of Investigation, aid to the Contras, Star Wars, presidential styles); (2) research and religion (e.g., national security, private sector, religion and politics); (3) news (e.g., getting good coverage, pressure groups, and business); (4) classroom (e.g., business propaganda, pressure groups, textbooks, pressures on teachers); and (5) entertainment (e.g., film, television). Chapters 7 and 8 question: (1) what action a democratic people should take to safeguard intelligent discussion and free choice from the taint of devious communication; (2) to what extent propaganda casts a shadow over public life; and (3) whether large-scale, engineered persuasion can ever be squared with the ideal of democratic public deliberation. Extensive chapter notes and an index are included. (NKA)

EA

ED 363 914 EA 025 282
McNeir, Gwennis
Outcome-Based Education. ERIC Digest, No. 85.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EA-93-7
Pub Date—Oct 93
Contract—RR93002006
Note—3p.
Available from—ERIC Clearinghouse on Educational Management, College of Education, Agate Hall, 5207 University of Oregon, Eugene, OR 97403-5207 (free; $2.50 postage and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Standards, Accountability, *Competency Based Education, *Educational Change, *Educational Objectives, Elementary Secondary Education, Minimum Competencies, School District Autonomy
Identifiers—ERIC Digests, *Outcome Based Education
This digest examines the tenets of outcome-based education (OBE), outlines some of its primary criticisms and challenges, and describes successful OBE models implemented in various school districts. Outcome-based education (OBE) is one model for restructuring currently being examined nationwide. In contrast to traditional educational practices that center on "inputs," OBE specifies the "outcomes" students should be able to demonstrate upon leaving the system. Although the forms of OBE vary, OBE frameworks share an emphasis on systems-level change; observable, measurable outcomes; and the belief that all students can learn. Critics charge that outcomes reflect values, and that OBE views education as a means to an end, lacks a comprehensive research base, may deemphasize specific subject content, poses problems in measurement and assessment, and involves a great deal of cost and time. Suggestions are offered for school-district actions prior to the implementation of OBE, as well as strategies for making a successful transition to OBE. (LMI)

ED 363 932 EA 025 403
Gronlund, Laurie E., Ed.
Striving for Excellence: The National Education Goals. Volume II.
ACCESS ERIC, Rockville, MD.; Educational Resources Information Center (ED), Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Oct 93
Contract—RR9202400
Note—95p.; For volume 1 (1991), see ED 334 713.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Academic Achievement, Adult Literacy, *Educational Objectives, Elementary Secondary Education, Federal Government, Graduation, High Risk Students, Mathematics Achievement, *Performance, Program Effectiveness, School Readiness, School Safety, Science Instruction, Substance Abuse
Identifiers—ERIC Digests, *National Education Goals 1990
This document consists of 39 ERIC Digests, which are two-page research syntheses written by each of the 16 Clearinghouses that form the Educational Resources Information Center (ERIC) System. The digests describe issues, exemplary programs and promising practices, and research results related to the National Education Goals, a framework for action originally adopted in 1990. The introductory digest, "Understanding the National Education Goals," describes where America currently stands in relation to achieving the Goals. Background information, such as why and how the Goals were developed and the federal government's new focus, is also covered. The next three digests describe the roles that librarians, teacher educators, and counselors (respectively) play in regard to supporting and accomplishing the Goals. The remaining digests are grouped into six sections that specifically address each Goal: Goal 1–Readiness for School; Goal 2–High School Completion; Goal 3–Student Achievement and Citizenship; Goal 4–Science and Mathematics; Goal 5–Adult Literacy and Lifelong Learning; and Goal 6–Safe, Disciplined, and Drug-Free Schools. (LMI)

ED 364 985 EA 025 530
Gaustad, Joan
Risk Management. ERIC Digest, Number 86.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EA-94-1
Pub Date—Feb 94
Contract—RR93002006
Note—3p.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cost Effectiveness, Decision Making, *Educational Finance, Educational Planning, Elementary Secondary Education, Legal Problems, Long Range Planning, *Management Systems, *Risk
Identifiers—ERIC Digests
The ordinary conduct of school business is accompanied today by risks that were rare or unknown a few decades ago. This ERIC Digest discusses how risk management, a concept long used by corporate decision makers, can help school boards and administrators conserve their districts' assets. Risk management is a coordinated effort to protect an organization's human, physical, and financial assets. The Digest describes how school districts can identify and evaluate risks and delineates various loss-control activities that help to reduce or eliminate risks. It also discusses the ways in which districts can finance unavoidable risks, usually through the purchase of insurance. Finally, the factors of an effective risk-management program are identified. (LMI)

ED 368 034 EA 025 592
Liontos, Lynn Balster
Shared Decision-Making. ERIC Digest, Number 87.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EA-94-2
Pub Date—Mar 94
Contract—RR93002006
Note—3p.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Decision Making, *Decision Making Skills, Elementary Secondary Education, Management Development, *Participative Decision Making, School Effectiveness, Staff Development
Identifiers—ERIC Digests

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Shared decision-making (SDM) is becoming a part of many American schools. Shared decision making is based on a premise that relies on four main assumptions: (1) those closest to the children will make the best decisions concerning the children's education; (2) teachers, parents, and school staff should have influence in policies; (3) those who implement the decisions should have a voice in the decisions; and (4) if those implementing the decision feel a sense of ownership of the decisions, they are more likely to implement the decision effectively. The idea behind SDM is not to replace the principal as a school leader, but rather incorporate the principal into a decision-making team. The purpose of SDM is to improve school effectiveness, improve student learning, increase staff commitment, and ensure schools are responsive to student's needs. There are some disadvantages to SDM; for example, SDM creates new demands on teachers and administrators. Successful implementation of SDM is dependent on many variables, five of which are: (1) start small, go slow; (2) agree on specifics at the outset; (3) be clear about procedures, roles, and expectations; (4) give everyone a chance to get involved; and (5) build trust and support. (Contains 10 references.) (KDP)

ED 368 080 EA 025 737

Peterson-del Mar, David

Community Coalitions To Restructure Schools. ERIC Digest, Number 88.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-EA-94-3

Pub Date—Apr 94

Contract—RR93002006

Note—3p.

Available from—ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Community Involvement, *Community Role, Elementary Secondary Education, Leadership Responsibility, Program Effectiveness, Public Schools, *School Community Relationship, *School Restructuring

Identifiers—ERIC Digests

Coalition building and school restructuring unfortunately do not always occur together. But the two forces can complement each other and combine their resources and strengths. Coalitions are organizations or groups of individuals who share a commitment to a particular issue. Although coalitions involved in school restructuring may in the long run save school districts' resources, initially they require great investments of time and energy. Coalitions can also create friction in school systems where educators or administrators are not prepared for outside input or to share power. Coalition building for school leaders requires reaching out to the community, getting involved in community activities, and recognizing school leaders as community leaders. Coalition builders are often driven by altruism and self-interest and should be prepared to identify specific measures they propose to assist in school restructuring. Maintaining a coalition requires early participation, local solutions, and effective communication. (Contains nine references.) (JPT)

ED 369 142 EA 025 694

Lumsden, Linda S.

Student Motivation.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.; National Association of Elementary School Principals, Alexandria, VA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—94

Contract—RR93002006

Note—5p.; For a related document, see ED 286 284.

Available from—Educational Products, NAESP, 1615 Duke Street, Alexandria, VA 22314-3483 ($2.50; quantity discount).

Journal Cit—Research Roundup; v10 n3 Apr 1994

Pub Type— Collected Works - Serials (022) — Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Ability, *Classroom Techniques, Elementary Secondary Education, *Learning Motivation, *Learning Strategies, *Student Development, *Student Motivation, Student Responsibility, Teacher Attitudes, Teacher Effectiveness, Teacher Expectations of Students

Identifiers—Structural Change

Following a brief introduction, five reports, books, and articles that examine the issues of engendering, maintaining, or regaining student motivation are summarized. While some offer specific strategies that can be used at the classroom level, others address issues beyond the classroom, recognizing that schoolwide policies and practices can also stimulate or fill students' hunger for learning. James P. Raffini challenges educators to examine the "win/lose" mentality present in many schools. He offers suggestions for structural change and class strategies designed to boost student motivation. Noting that "the classroom is not an island" Martin L. Maehr and Carol Midgley focus on schoolwide policies, practices, and procedures that have an impact on student motivation. They suggest a process through which school leaders can begin to move the school away from an emphasis on relative ability and toward an emphasis on "learning, task mastery, and effort." Carole A. Ames focuses on how motivational concepts and processes can be applied to everyday problems and decisions facing teachers. Jere Brophy gives examples of four categories of motivational strategies teachers can use to stimulate interests in learning. They are: (1) maintain students' expectations of success; (2) supply extrinsic motivation; (3) capitalize on existing intrinsic motivation; and (4) stimulate student motivation to learn. Hermine H. Marshall examines the distinctly different motivational orientations of three fifth-grade teachers. (KDP)

ED 369 154 EA 025 756

Peterson-del Mar, David

School-Site Councils. ERIC Digest, Number 89.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-EA-94-4

Pub Date—May 94

Contract—RR93002006

Note—3p.

Available from—ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Accountability, *Administrator Role, Communication Skills, *Community Involvement, Decentralization, Democratic Values, Elementary Secondary Education, *Governance, *Participative Decision Making, Principals, Program Implementation, School Restructuring, *Teamwork, Time Management

Identifiers—*Delegation of Authority, ERIC Digests, *School Councils

When created and operated appropriately, school-site councils can be a very useful component of school renewal. Councils are difficult to create, since members must shift roles, compromise strongly held beliefs, and invest considerable time, energy, and know-how. Advantages of group decision making are bringing diverse experience and expertise to a problem, facilitating implementation, and stressing the representative whole over single strident or persistent voices. To ensure effectiveness, school councils must focus on important issues and use time wisely. Principals must learn to share authority, or traditional power relationships will merely be furthered. Principals who exercise power through, rather than over, others create conditions favoring staff cooperation to achieve valued outcomes. Effective site councils begin with adequate training and are characterized by diversity, open communications, and accountability to the school board and the superintendent. Districts should develop policies specifying the relationship between the district and site councils, the councils' place in the strategic district plan, and permissible exemptions from policy and procedures. School-site councils are grassroots, reform-oriented organizations whose effectiveness depends on people's skilful and committed participation in the democratic process. (MLH)

ED 370 178 EA 025 788

Thompson, James

Systemic Education Reform. ERIC Digest, Number 90.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-EA-94-5

Pub Date—May 94

Contract—RR93002006

Note—3p.

Available from—ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Role, *Educational Change, *Educational Improvement, Elementary Secondary Education, *Leadership Responsibility, Partnerships in Education, Principals, School Based Management, *School Restructuring, Socioeconomic Influences, Superintendents, *Systems Approach

Identifiers—ERIC Digests, *Systemic Change

Economic forces and educational equity issues have combined to heighten calls for improved education for all students. Systemic reform calls for education to be reconceptualized from the ground up, beginning with the nature of teaching and learning, educational relationships, and school-community relationships. One of the assumptions made by educational theorists is that a thorough understanding of academic content, complex thinking, and problem-solving is necessary for students to become responsible citizens. If systemic reform is to succeed, leadership must be present. Superintendents' new duties include helping to establish organizational vision and mission. Principals are in a position to help others in the school understand their unique role in systemic change. School boards can help provide vision for the school system, support change, arrange collaborative relationships with other agencies, and focus on the strategic direction of the school. (Contains 10 references.) (MLF)

ED 370 198 EA 025 832

Stolp, Stephen

Leadership for School Culture. ERIC Digest, Number 91.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-EA-94-6

Pub Date—Jun 94

Contract—RR93002006

Note—3p.

Available from—ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *Administrator Role, Beliefs, *Change Strategies, *Cultural Awareness, Educational Change, Educational Environment, Elementary Secondary Education, *Leadership Responsibility, Norms, *Principals, Student Motivation, Teacher Motivation, Values

Identifiers—*Cultural Change, ERIC Digests, *School Culture

The concept of school culture offers principals and other leaders a broader framework for understanding problems and relationships within the school. School culture can be defined as the historically transmitted patterns of meaning that include the norms, values, beliefs, and myths understood by members of the school community. Researchers have found that healthy and sound school cultures correlate strongly with increased student achievement and motivation, and with teacher productivity and satisfaction. A vision for creating a healthy school culture should be a collaborative activity among teachers, students, parents, staff, and the principal. The principal's role in changing school culture is to act with care and concern for others, work to develop shared visions of what the school should be, and work on team-building. (Contains 12 references.) (MLF)

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ED 370 200 EA 025 835
Lumsden, Linda S.
Student Motivation To Learn. ERIC Digest, Number 92.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EA-94-7
Pub Date—Jun 94
Contract—RR93002006
Note—3p.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Educational Environment, Elementary Secondary Education, Family Environment, Learning Motivation, *Learning Strategies, *Self Concept, *Self Motivation, *Student Motivation, *Teacher Student Relationship
Identifiers—ERIC Digests
A growing body of evidence suggests that when students are intrinsically motivated they tend to employ strategies that demand more effort and that enable them to process information more deeply. Teachers can help motivate students to learn by maintaining a caring, supportive classroom climate. Tasks should be challenging but achievable and defined in terms of specific, short-term goals. School-level policies and practices should stress learning, task mastery, and effort rather than relative performance and competition. To help unmotivated students a process called "attribution retraining" involves modeling, socialization, and practice exercises. Other potentially useful strategies include the following: portray effort as investment rather than risk, portray skill development as incremental and domain-specific, and focus on mastery. (Contains nine references.) (MLF)

ED 371 461 EA 025 902
Smith, Stuart C. Bruner, Meta S.
Directory of Organizations in Educational Management. Ninth Edition.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISSN-0070-6035
Pub Date—94
Contract—RR93002006
Note—76p.; For previous edition, see ED 302 941.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Educational Administration, Educational Research, Elementary Secondary Education, *Organizations (Groups), Research and Development Centers
This directory of organizations in educational management is designed to guide users to sources of information on the management of elementary and secondary schools. It includes both organizations engaged in research and development and those providing service to the educational management profession. Organizations include federally funded research centers and laboratories, professional associations, policy research and analysis centers, school study councils, university research and service bureaus, and a variety of independent organizations. The 163 organizations can be located by any one of three ways: (1) by title in the alphabetical listing; (2) by their subject areas and publication topics through use of the subject index; and (3) by their service areas through use of the geographic index. The introduction provides a sample entry and explanation of its use. (LMI)

ED 372 464 EA 025 786
Gall, Meredith D. Vojtek, Roseanne O'Brien
Planning for Effective Staff Development: Six Research-Based Models.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-86552-126-3
Pub Date—94
Contract—RR93002006
Note—59p.
Available from—ERIC Clearinghouse on Educational Management, 5207 University of Oregon, Eugene, OR 97403-5207 ($6.95 plus $3 domestic or $4 international handling charge payable to University of Oregon/ERIC).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Educational Objectives, Faculty Development, Inservice Education, *Instructional Improvement, Models, *Professional Development, *Program Development, *Staff Development, *Teacher Effectiveness
Many educators and policymakers find that deciding on the right staff-development program has become increasingly difficult. This brief, three-part monograph organizes staff-development objectives, models, and program-design features into an understandable, comprehensive framework. Part 1 advises readers on how to weigh a program's objectives. Eight main types of objectives are described–five teacher-centered objectives, a student-centered objective, a curriculum-centered objective, and a school-centered objective. The second part features six major models of staff development. Each model represents a different strategy for accomplishing one or more of the objectives identified in part 1. The models are summarized, their features noted, and the objectives for which they are best suited listed. The primary roles assumed by staff developers vary from model to model. The roles that correspond to the six models are: (1) expert presenter; (2) clinical supervisor; (3) trainer; (4) action-research facilitator; (5) organization-development specialist; and (6) change agent. Specific program characteristics that influence the effectiveness of various staff-development objectives are the focus of part 3. Nineteen features are grouped into three categories: objectives, delivery system, and administration. Pertinent questions and comments designed to facilitate program planning are included in each feature description. Two tables are included. (Contains 71 references.) (LMI)

EC

ED 363 052 EC 302 508
Smarte, Lynn
ERIC Basics: How To Use ERIC To Search Your Special Education Topic. ERIC Digest E523.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EC-93-6
Pub Date—Oct 93
Contract—RR93002005
Note—3p.; For a supplementary worksheet, see EC 302 509.
Available from—Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091 ($1 each, minimum order $5 prepaid).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Databases, *Disabilities, Elementary Secondary Education, *Gifted, Higher Education, Information Retrieval, Information Sources, *Online Searching, Preschool Education, Search Strategies
Identifiers—*ERIC, ERIC Digests
This digest offers tips for both new and experienced users of the Educational Resources Information Center (ERIC) database. It describes ERIC as a federally funded, nationwide information network providing access to papers, curriculum and teaching guides, conference proceedings, literature reviews, curricular materials, and journal articles in the field of education. It notes that over 60,000 documents and journal articles in ERIC relate to the education of exceptional children. The digest explains how to determine the best way to access ERIC, states the importance of using the "Thesaurus of ERIC Descriptors" to identify subject terms, reviews the use of Boolean logic for expanding or limiting the database search, and points out that the 16 ERIC clearinghouses have information specialists to provide assistance. The ERIC Clearinghouse on Disabilities and Gifted Education is noted as having the primary responsibility for collecting and disseminating information on special education. A supplement to the digest, titled "ERIC Basics: Search Planning Worksheet and List of ERIC Clearinghouses" is also available. (JDD)

ED 363 053 EC 302 509
Smarte, Lynn
ERIC Basics: Search Planning Worksheet and List of ERIC Clearinghouses. ERIC Worksheet E523.1.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—93
Contract—RR93002005
Note—3p.; Supplemental worksheet to EC 302 508.
Available from—Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091 ($1 each, minimum order $5 prepaid).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Clearinghouses, Databases, *Disabilities, Elementary Secondary Education, *Gifted, Higher Education, Information Retrieval, *Online Searching, Preschool Education, *Search Strategies
Identifiers—*ERIC
This worksheet is a supplement to "ERIC Basics: How To Use ERIC To Search Your Special Education Topic." It provides an example of how a special education question can be converted to a strategy for searching the ERIC (Educational Resources Information Center) database. The worksheet suggests that the ERIC user write the topic in his or her own words, divide the topic into two or three basic concepts, use the "Thesaurus of ERIC Descriptors" to locate the subject terms that best represent the concepts, and combine the descriptors using ANDs and ORs. A list of the names, addresses, and telephone numbers of the 16 ERIC clearinghouses is included, with a note that each clearinghouse has responsibility for providing information services within its subject area and can assist in development of search strategies. The ERIC Clearinghouse on Disabilities and Gifted Education is listed as the clearinghouse with primary responsibility for special education information. (JDD)

ED 369 231 EC 302 961
Sorenson, Barbara, Comp. Drill, Janet, Comp.
Inclusive Schools. Topical Bibliography on Inclusive Schools.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—1 Apr 94
Contract—RR93002005
Note—216p.
Available from—Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589.
Pub Type— Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—Accountability, Change Strategies, *Curriculum Development, *Disabilities, Educational History, Educational Philosophy, *Educational Practices, Elementary Secondary Education, Inservice Teacher Education, Instructional Design, *Mainstreaming, Prereferral Intervention, *Regular and Special Education Relationship, Role Perception, *Social Integration, Staff Development, Student Evaluation
Identifiers—*Inclusive Schools
This abstract bibliography of approximately 200 references looks at various aspects of inclusive schools. References are a result of computer searches of three databases: the Educational Resources Information Center (ERIC), Exceptional Child Education Resources, and the Western Regional Resources Center. Preliminary information includes directions for using the bibliography; a sample document resume; and information on obtaining full texts of journal articles, documents, theses and dissertations. Citations are grouped into the following topic areas: (1) collaboration between regular and special education; (2) assessment (including prereferral intervention); (3) staff development; (4) changing roles and responsibilities; (5) administrative concerns/planning and accountability; (6)

instructional and curriculum strategies; (7) interagency coordination; (8) principles of good practice; (9) philosophy, history, and viewpoints; and (10) media. (DB)

ED 370 295 EC 303 026
Lynch, Sharon J.
Should Gifted Students Be Grade-Advanced? ERIC Digest E526.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EC-93-9
Pub Date—Jun 94
Contract—RR93002005
Note—3p.
Available from—Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 ($1 each, minimum order $5 prepaid).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academically Gifted, *Acceleration (Education), *Decision Making, Educational Methods, Elementary Secondary Education, *Student Placement
Identifiers—ERIC Digests
This digest describes types of education programs for gifted and talented children and considers educational acceleration for this population. It reviews such acceleration alternatives as having a child skip a grade, having a child take advanced courses with older students in particular subjects, and having the child tutored and advanced in given subjects either individually or in small groups. The digest considers whether acceleration is harmful academically, emotionally, or socially; what educators think of educational acceleration; how parents know if their child should accelerate; and steps in making the decision to accelerate. The digest provides a list of seven additional information sources. (JDD)

ED 370 318 EC 303 050
Smarte, Lynn McLane, Kathleen
How To Find Answers to Your Special Education Questions. Second Edition.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-86586-247-8
Pub Date—94
Contract—RR93002005
Note—75p.; For the 1992 edition, see ED 351 835.
Available from—Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 ($10 non-members, $7 members; Stock No. R637R).
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Clearinghouses, *Databases, *Disabilities, Elementary Secondary Education, *Gifted, *Information Sources, Information Systems, Postsecondary Education, Preschool Education, Research Tools, Search Strategies, *Special Education
Identifiers—*ERIC, ERIC Clearinghouses, *Exceptional Child Education Resources
This booklet explains how the ERIC (Educational Resources Information Center) and ECER (Exceptional Child Education Resources) databases can be used to find information about the education of individuals who have disabilities or who are gifted. The guide describes ERIC as a federally funded information system with a database of over 400,000 journal annotations and 300,000 education-related document abstracts. It discusses the clearinghouses that comprise ERIC and outlines how ERIC can be accessed, how to search ERIC manually or by computer, how to locate subject descriptors for search topics and apply Boolean logic to a search, and where to get copies of materials found in ERIC. ECER is then described as a database of citations and abstracts of English-language print and nonprint materials dealing with education and development of people of all ages with disabilities or giftedness. ECER's content is distinguished from ERIC's and search procedures are outlined. The two final chapters discuss services of ERIC clearinghouses and procedures for contributing documents to the ERIC database. Appendixes provide an ERIC search worksheet, ERIC descriptors for disabilities and giftedness, ERIC publication types, order forms for ERIC articles and documents, sample document resumes, guidelines for accessing ERIC through computer networks, and lists of organizations in the field of disabilities and giftedness, special education databases, ERIC clearinghouses, special education journals, online vendors, and 13 print resources. (JDD)

ED 371 506 EC 303 093
Managing Inappropriate Behavior in the Classroom. ERIC Digest #E408.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—90
Contract—RI88062007
Note—3p.
Available from—Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 ($1 each, minimum order $5 prepaid).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Behavior Modification, *Behavior Problems, *Classroom Techniques, Elementary Secondary Education, Intervention
Identifiers—*Behavior Management, ERIC Digests
This digest of information on classroom techniques for managing students with behavior problems highlights ways to prevent misbehavior; establish rules; increase student motivation for academic tasks; establish token economies; decrease unwanted behavior; evaluate the role of punishment; use timeout, extinction, or response cost; use group contingency methods; and follow general guidelines. Five print resources are listed as sources for further information. (JDD)

ED 371 507 EC 303 094
Severe Disabilities. ERIC Digest #311. Revised.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—90
Contract—RI88062007
Note—3p.
Available from—Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 ($1 each, minimum order $5 prepaid).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Curriculum, Definitions, *Educational Methods, Elementary Secondary Education, Intervention, *Severe Disabilities, Student Characteristics
Identifiers—ERIC Digests
This digest defines the term "severe disabilities"; lists some typical behavioral characteristics of individuals with severe disabilities, such as self-mutilation and lack of self-care skills; and outlines the educational implications of severe disabilities. The digest stresses the need for a multidisciplinary approach to education; the need for a curriculum grounded in preliminary sensory motor stimulation and subsequent stress on five major areas: motor, self-help, communication, social/interpersonal, and cognitive skills. Moreover, there is the need for prevocational/vocational training, leisure skills development, and daily living skills; and the need to carefully structure instruction in even the most basic skills as severely disabled individuals do not learn easily by incidental learning. A list of 11 references and 7 organizations providing resources concludes the digest. (JDD)

ED 371 520 EC 303 107
Hanninen, Gail E.
Blending Gifted Education and School Reform. ERIC Digest #E525.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EC-93-8
Pub Date—Jun 94
Contract—RI93002005
Note—3p.
Available from—Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 ($1 each, minimum order $5 prepaid).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academically Gifted, Beliefs, *Change Strategies, *Educational Change, Educational Practices, Elementary Secondary Education, Grouping (Instructional Purposes), Program Implementation, *Regular and Special Education Relationship, School Restructuring, Special Education, Student Educational Objectives
Identifiers—*ERIC Digests
This digest provides a process for assuring that the unique needs of students who are gifted are addressed within the context of systemic educational reform. Several key elements guide the process: creating belief statements, clarifying the issues, and designing strategies for implementation. Generating belief statements based on what is believed about all learners helps the district or school to create a set of expected outcomes that will affect the entire community. The next step calls for identifying important critical issues to help narrow the topics of concern and focus discussion. Designing implementation strategies involves the following five steps: analyze the language; list key decision makers, stakeholders, and risk takers; infuse gifted/talented into school policies; visualize the desired direction, and enact equitable access to resources. The digest lists reform strategies generated at a gifted leadership conference, focusing on grouping options and outcomes-based education. An inevitable outcome of blending gifted education and school reform is believed to be better schools for all students. (JDD)

ED 372 553 EC 303 185
Winebrenner, Susan Berger, Sandra
Providing Curriculum Alternatives To Motivate Gifted Students. ERIC Digest E524.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EC-93-7
Pub Date—Jun 94
Contract—RR93002005
Note—3p.
Available from—Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 ($1 each, minimum order $5 prepaid).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Acceleration (Education), Elementary Secondary Education, *Enrichment Activities, Evaluation Methods, *Gifted, Individualized Instruction, Mainstreaming, *Performance Contracts, *Student Evaluation, *Student Motivation, Student Projects
Identifiers—*Curriculum Compacting, ERIC Digests
This brief information sheet presents two strategies to motivate gifted students and is based on the book, "Teaching Gifted Kids in the Regular Classroom", by Susan Winebrenner. The curriculum compacting strategy allows students to spend less time with the regular curriculum and more time with extension and enrichment activities. The contracts strategy involves written agreements between teachers and students that outline what students will learn, how they will learn it, in what period of time, and how they will be evaluated. Specific guidelines are offered for implementing both compacting and contracts for: first, pretestable subject areas where students move between an instructional group and extension activities; and, second, subject matter that is not pretestable because of subject unfamiliarity to students. Guidelines are also offered for evaluating alternative work accomplished in both types of subject area. (DB)

ED 372 554 EC 303 186
Webb, James T.
Nurturing Social Emotional Development of Gifted Children. ERIC Digest E527.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EC-93-8
Pub Date—Jun 94
Contract—RR93002005
Note—3p.

Available from—Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 ($1 each, minimum order $5 prepaid).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, *Emotional Development, *Emotional Problems, *Gifted, Humanistic Education, Individual Development, Intervention, Mental Health, Personality Traits, Prevention, Self Concept, *Social Development, Student Adjustment

This brief information sheet summarizes the types of social-emotional problems common among gifted children and suggests preventive actions schools can take. A table lists problems associated with characteristic strengths of gifted children. Specific problems briefly addressed include: uneven development, peer relations, excessive self-criticism, perfectionism, avoidance of risk-taking, multipotentiality, the presence of disabilities, difficulties adjusting to the school culture and norms, relating to expectations of others, depression, and problems in peer and family relations. Educators are urged to: (1) reach out to parents, (2) focus on parents of young children, (3) educate and involve health care and other professionals, use educational flexibility, and establish parent discussion groups. (Contains 13 references.) (DB)

ED 372 593 EC 303 420
Hawkins-Shepard, Charlotte
Mental Retardation. ERIC Digest E528.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Disabilities and Gifted Education, Reston, VA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EC-93-11
Pub Date—Sep 94
Contract—RR93002005
Note—3p.; This digest supersedes ERIC Digest E423 (ED 287 258).
Available from—Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091 ($1 each, minimum order $5 prepaid).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Clinical Diagnosis, *Definitions, *Educational Needs, Elementary Secondary Education, Federal Legislation, *Mental Retardation, *Student Characteristics, Student Evaluation
Identifiers—*American Association on Mental Retardation, ERIC Digests, Individuals with Disabilities Education Act

This revised digest presents basic information on mental retardation for educators and others. First, definitions from the Individuals with Disabilities Education Act (IDEA) and the American Association on Mental Retardation (AAMR) are presented. The fact sheet then analyzes how the new AAMR definition differs from earlier ones noting the new definition's emphasis on a pattern of limitations and on a multidimensional approach to assessment. The AAMR use of the term "supports," is also explained noting the eight types of function that support can serve and four levels of support intensity. Also cited are figures showing the number of children, aged 6-21, who were classified as having mental retardation and received services under IDEA. Additional paragraphs list typical characteristics of children with mental retardation and consider educational implications (such as use of more hands-on instructional materials with these children and short but frequent learning sessions). The fact sheet also lists 10 suggested additional readings, 9 organizational resources, and 3 periodicals. (DB)

FL

ED 362 072 FL 021 585
Rennie, Jeanne
ESL and Bilingual Program Models. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-94-01
Pub Date—Sep 93
Contract—RR93002010
Note—4p.
Available from—ERIC/CLL, 1118 22nd St., N.W., Washington, DC 20037.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Bilingual Education Programs, Demography, Elementary Secondary Education, *English (Second Language), *Limited English Speaking, Minority Groups, Models, *Program Descriptions, Program Design, Program Effectiveness, Second Language Instruction, Student Characteristics
Identifiers—ERIC Digests

Nowadays all schools must be prepared to meet the challenge of an increasingly diverse student population, including many students who are not proficient in English. The effectiveness of various program models for language minority students remains the subject of controversy, and there are several factors to consider when selecting a program model: (1) district or school demographics, (2) student characteristics, and (3) district or school resources. English-as-a-Second-Language (ESL) programs (rather than bilingual programs) are likely to be used in districts where the language minority population is very diverse and represents many different languages. There are several different types of ESL programs: ESL pull-out, ESL class period, and ESL resource center. Bilingual program models, which use the students' home language, in addition to English for instruction, are most easily implemented in districts with a large number of students from the same language background. There are three types of bilingual programs: early-exit, late-exit, and two-way . There are other programs that provide neither instruction in the native language nor direct instruction in ESL, but that have adapted instruction to meet the needs of students who are not proficient in English. Two such programs are sheltered English or content-based programs, and structured immersion programs. Researchers have identified a number of attributes that are characteristic of effective programs for language minority students. (AB)

ED 362 073 FL 021 586
Rivera, Charlene LaCelle-Peterson, Mark
Will the National Education Goals Improve the Progress of English Language Learners? ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-94-02
Pub Date—Oct 93
Contract—RR93002010
Note—4p.
Available from—ERIC/CLL, 1118 22nd St., N.W., Washington, DC 20037.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, Demography, *Educational Objectives, Elementary Secondary Education, *English (Second Language), *High School Graduates, *Staff Development, Standards, *Student Evaluation, Teacher Education
Identifiers—ERIC Digests, *National Education Goals 1990

The concern for the economic vitality and international standing of the United States has fueled a school reform movement focused on improving the qualities and outcomes of schooling, all of which have led to the establishment of six National Education Goals to be attained by the year 2000. Because none of the Goals addresses English language learners (ELLs) directly, this digest examines how instruction and assessment practices must improve if ELLs are to accompany their peers in meeting Goals 1-4, which include: (1) school readiness, (2) high school completion, (3) and (4) academic achievement. If all students are to achieve the ambitious National Education Goals, the following four points must be considered: student demographic trends should affect program design and instruction; all teacher preparatory programs should include information and experience in teaching ELLs; the same standards must guide the instruction of all students, including ELLs; and assessment systems must be sufficiently flexible to allow students to demonstrate academic knowledge through different linguistic modes, including oral presentations. (AB)

ED 363 141 FL 021 639
Met, Myriam
Foreign Language Immersion Programs. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-94-03
Pub Date—Nov 93
Contract—RR93002010
Note—4p.
Available from—Center for Applied Linguistics, 1118 22nd Street, N.W., Washington, DC 20037.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Bilingual Education, Educational Objectives, Elementary Secondary Education, FLES, *Immersion Programs, Instructional Materials, *Language of Instruction, Program Development, *Second Language Instruction, *Teaching Methods
Identifiers—ERIC Digests

Immersion is defined as a method of foreign language instruction in which the regular school curriculum is taught through the medium of the language. The foreign language is the vehicle for content instruction; it is not the subject of instruction. Different questions pertaining to the following subjects are answered: (1) long-range goals of a program, (2) eventual effects on verbal and mathematical skills in English, (3) keys to successful programs, (4) advantages and disadvantages of total and partial immersion, (5) the best grade level to begin a program, (6) the commitment required for participants and their parents, (7) program staff, (8) materials used, (9) effect of immersion programs on existing foreign language programs, and (10) the number of students a school should plan for. (Contains 16 references.) (AB)

ED 364 127 FL 800 707
Crandall, JoAnn, Ed. Peyton, Joy Kreeft, Ed.
Approaches to Adult ESL Literacy Instruction. Language in Education: Theory and Practice 82.
Adjunct ERIC Clearinghouse on Literacy Education for Limited-English-Proficient Adults, Washington, DC.; Center for Applied Linguistics, Washington, D.C.; National Clearinghouse on Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-93-7354-82-1
Pub Date—93
Contract—RI89166001
Note—104p.
Available from—Delta Systems Co. Inc., 1400 Miller Pkwy., McHenry, IL 60050-7030.
Pub Type— Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Adult Literacy, Competency Based Education, *English (Second Language), Language Experience Approach, *Literacy Education, Second Language Instruction, *Student Developed Materials, *Teaching Methods, *Whole Language Approach
Identifiers—*Freire (Paulo)

This book focuses on functional and holistic approaches to English-as-a-Second-Language (ESL) literacy, including competency-based education; whole language, language experience, and Freirean or participatory; and writing-based programs that result in published materials to be read by other adults. Chapter 1, "Literacy Through a Competency-Based Educational Approach," by K. Lynn Savage, provides an overview of a functional approach that emphasizes life skills and evaluates mastery of those skills according to actual learner performance. Chapter 2, "Whole Language in Adult Literacy Education," by Pat Rigg and Francis E. Kazemek, discusses the whole language view of teaching and learning. In chapter 3, "The Language Experience Approach," Marcia L. Taylor describes the approach as a whole language approach to instruction that promotes reading and writing by transcribing a student's experiences with the transcription then used as reading material for the student. Joy Kreeft Peyton uses chapter 4, "Listening to Students' Voices: Publishing Students' Writing for Other Students To Read," to present the rationale for using the writings of adult ESL students as material for teaching literacy to other ESL

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adults. She outlines the steps involved in implementing a writing and publishing program and gives sources of materials written by adult literacy learners and descriptions of student publishing programs. David Spener gives an overview of "The Freirean Approach to Adult Literacy Education" in chapter 5. (Author/AB)

ED 365 169 FL 800 705

Wrigley, Heide Spruck

Adult ESL Literacy: Findings from a National Study. ERIC Digest.

Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.; National Clearinghouse for ESL Literacy Education, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-LE-93-05

Pub Date—Sep 93

Contract—RR93002010

Note—4p.

Available from—ERIC/NCLE, 1118 22nd Street, N.W., Washington, DC 20037.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adult Literacy, Community Organizations, *English (Second Language), Financial Needs, Immigrants, *Literacy Education, National Surveys, Needs Assessment, Part Time Faculty, Program Administration, *Public Policy, Resource Allocation, Success, Trend Analysis, Volunteers

Identifiers—ERIC Digests, Family Literacy, Workplace Literacy

A 2-year national study by Aguirre International identified effective and innovative instructional approaches, methods, and technologies used to provide literacy instruction for adult English-as-a-Second-Language (ESL) literacy students. Adult ESL literacy learners were found to be varied in terms of literacy backgrounds and experience. Adults who are part of an established immigrant community do much better than those without social networks. Literacy programs themselves are diverse, based in a variety of sites from community colleges to union halls and churches. They may include basic literacy, general ESL, family literacy, workplace literacy, or community-oriented literacy. Successful ESL literacy programs share the features and practices that characterize successful language learning programs, including a curriculum based on needs assessment. Funding, which influences program offerings, comes from federal and state sources, corporations, or foundations. Most ESL literacy programs are dependent on short-term funding, which threatens their stability and continuity. Successful programs have charismatic leaders, but most programs are staffed by part-time teachers or volunteers, and many are experiencing burnout. The tenuous nature of the programs studied makes it clear that administrators, teachers, learners, and other stakeholders must make their voices heard before significant change will take place. Contains 8 references. (LB)

ED 365 170 FL 800 706

Ranard, Donald A. Pfleger, Margo

Language and Literacy Education for Southeast Asian Refugees. ERIC Digest.

Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.; National Clearinghouse for ESL Literacy Education, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-LE-93-06

Pub Date—Sep 93

Contract—RR93002010

Note—4p.

Available from—ERIC/NCLE, 1118 22nd Street N.W., Washington, DC 20037.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adult Literacy, *English (Second Language), Government Role, Hmong People, Job Skills, *Language Skills, *Literacy Education, Program Development, Public Policy, *Refugees, Trend Analysis, *Vietnamese People

Identifiers—*Asia (Southeast), ERIC Digests

The United States has admitted more than 1 million Southeast Asian refugees since 1975. The impact of these refugees on language and literacy education has been profound; many innovations in adult English-as-a-Second-Language (ESL) education have derived from efforts to meet their language and literacy needs. The first wave of refugees in the mid-1970s included individuals with high levels of education. The debate that began in 1975 continues today: Should refugees receive intensive language and job training before entering the labor force, or should they get jobs right away and study English part-time? A U.S. policy represented a compromise between the two positions, and government programs provided up to 3 years of public assistance including free language education. Literacy was not explicitly taught. The second wave of refugees, including many rural people with little schooling, came in the late 1970s. Their arrival resulted in two major educational developments: the 1980 Overseas Refugee Training Program, and a re-examination of the entire approach to refugee education. Today's Southeast Asian refugees–largely Hmong, an ethnic minority from Laos, and former political prisoners from Vietnam–are arriving at a time of diminishing government support for refugee education and growing pressure for refugees to become employed as soon as possible. Newcomers with more than basic English skills are at a disadvantage, pushed to find jobs and study English part-time. Refugees with higher English skills have difficulty finding an appropriate ESL program. However, programs are adapting to current needs and interests. (LB)

ED 367 142 FL 021 841

Crandall, JoAnn

Content-Centered Language Learning. ERIC Digest.

ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-FL-94-06

Pub Date—Jan 94

Contract—RR93002010

Note—4p.

Available from—ERIC/CLL, 1118 22nd Street, N.W., Washington, DC 20037.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cooperative Learning, Elementary Secondary Education, Experiential Learning, *Program Descriptions, *Second Language Instruction, Second Language Learning, *Teaching Methods, Whole Language Approach

Identifiers—*Content Area Teaching, ERIC Digests

This digest discusses the rationale for integrating language and content instruction, and provides an overview of some of the program models and teaching techniques that focus on this approach. The following program models are highlighted: Content-based language instruction, sheltered subject matter teaching, theme-based instruction, sheltered instruction, language across the curriculum, the adjunct model, and the cognitive academic language learning approach. The teaching methods discussed include: cooperative learning, task-based or experiential learning, whole language approach, and graphic organizers. Contains 13 references. (VWL)

ED 367 143 FL 021 842

Beebe, Rose Marie Leonard, Kathy

Second Language Learning in a Social Context. ERIC Digest.

ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-FL-94-05

Pub Date—Jan 94

Contract—RR93002010

Note—4p.

Available from—ERIC/CLL, 1118 22nd Street, N.W., Washington, DC 20037.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cultural Awareness, *Cultural Context, Dialects, Higher Education, *Institutional Cooperation, Language Skills, Learning Activities, Letters (Correspondence), *Native Speakers, Program Descriptions, *School Community Relationship, *Second Language Learning, Skill Development, Spanish, Spanish Speaking

Identifiers—ERIC Digests, *Iowa State University, *Santa Clara University CA

This digest describes how foreign language instructors at Iowa State University of Science and Technology and Santa Clara University (California) have integrated the participation of native speakers from their communities into the curriculum in ways that allow students to practice their language skills and develop a heightened sense of cultural understanding. Activities for intermediate and advanced students, for dialect study, and for Spanish conversation classes are highlighted, and a collaborative project between advanced composition students at Iowa State and native Spanish speakers enrolled in Santa Clara University is described. (VWL)

ED 367 144 FL 021 843

Gerling, David Ross

Spanish-Language Ads and Public Service Announcements in the Foreign Language Classroom. ERIC Digest.

ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-FL-94-04

Pub Date—Jan 94

Contract—RR93002010

Note—4p.

Available from—ERIC/CLL, 1118 22nd Street, N.W., Washington, DC 20037.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Advertising, *Class Activities, *Classroom Techniques, Second Language Instruction, Second Language Learning, *Spanish, Videotape Recordings

Identifiers—ERIC Digests, *Public Service Advertising

This digest presents a technique and activities for using Spanish language ads and public service announcements in the Spanish foreign language classroom. The technique has been used successfully with students in the Galveston-Houston, Texas area. Segments of the scripts of one announcement and one commercial advertisement are provided, as well as steps for using the segments. (VWL)

ED 367 145 FL 021 847

Integrating Language and Culture in Middle School American History Classes. ERIC Digest.

ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-FL-94-07

Pub Date—Feb 94

Contract—RR93002010

Note—4p.; For the report on which this digest is based, see FL 021 898. This digest is based on a report published by the National Center for Research on Cultural Diversity and Second Language Learning, University of California, Santa Cruz, "Integrating Language and Culture in Middle School American History Classes," by Deborah J. Short.

Available from—ERIC/CLL, 1118 22nd Street, N.W., Washington, DC 20037.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cultural Education, *English (Second Language), Intermediate Grades, Junior High Schools, Middle Schools, Research Projects, Second Language Learning, *Social Studies, Teaching Methods, United States History, *Units of Study

Identifiers—*Content Area Teaching, ERIC Digests

This digest provides a brief overview of a research project carried out by the National Center for Research on Cultural Diversity and Second Language Learning on integrating language and culture in the social studies. It is suggested that there is a need to understand the academic language competencies necessary for students to function successfully in the social studies classroom before integrated language and content lessons are developed. The development of an instructional unit by middle school teachers and project researchers around the theme of protest and the American Revolution is described, and one lesson is provided for illustration. A discussion on teacher strategies for implementing the unit is included. Information on where to obtain the unit and the full research report is also provided. (VWL)

ED 367 146 FL 021 848
Funds of Knowledge: Learning from Language Minority Households. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-94-08
Pub Date—Feb 94
Contract—RR93002010
Note—4p.; This digest is based on a report published by the National Center for Research on Cultural Diversity and Second Language Learning, "Teacher Research on Funds of Knowledge: Learning from Households," by Norma Gonzales, Luis C. Moll, Martha Floyd-Tenery, Anna Rivera, Patricia Rendon, Raquel Gonzales, and Cathy Amanti.
Available from—ERIC/CLL, 1118 22nd Street, N.W., Washington, DC 20037.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cultural Traits, Educational Research, Elementary Secondary Education, *English (Second Language), Ethnography, *Family Environment, *Minority Groups, Models, Research Projects
Identifiers—ERIC Digests
This digest describes a research model that has shown how classroom practice can be developed, transformed, and enriched by drawing on existing "funds of knowledge" in minority students households. Funds of knowledge refers to those historically developed and accumulated strategies (e.g., skills, abilities, ideas, practices) or bodies of knowledge that are essential to a household's functioning and well being. Through participant-observer visits to minority student households, researchers and teachers became aware of these funds of knowledge. As a result of these research activities, teachers have come to view their students as competent participants in households rich in cognitive resources, and have consequently raised their expectations of students' abilities. Specific sections of the digest discuss the following: researching funds of knowledge, which describes a research project carried out in Tucson, Arizona; teachers as learners and reflexive practitioners, which discusses the difficulties involved in implementing this research model; and funds of knowledge as transformative principle, which highlights the underlying transformative potentials in viewing the households as repositories of funds of knowledge. (VWL)

ED 367 190 FL 800 708
McGroarty, Mary Scott, Suzanne
Workplace ESL Instruction: Varieties and Constraints. ERIC Digest.
Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.; National Clearinghouse for ESL Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-LE-93-07
Pub Date—Oct 93
Contract—RI89166001
Note—4p.
Available from—NCLE, 1118 22nd Street, N.W., Washington, DC 20037.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Literacy, *English (Second Language), Evaluation Methods, Financial Support, *Literacy Education, Needs Assessment, *Program Descriptions, Program Development, Second Language Instruction, Student Attitudes, Student Evaluation
Identifiers—ERIC Digests, *Workplace Literacy
Changes in the U.S. economy are altering employment patterns, and these changes have implications for workers whose language is other than English. This digest summarizes the existing types of programs that prepare English-as-a-Second-Language (ESL) adults for the workplace or help workers whose first language is other than English who are already on the job. First, the meanings of "workplace language instruction" are discussed (preworkplace classes, "work-centered" approaches, "worker-centered" approaches.) Next, current perspectives on workplace learning are highlighted. The final section of the digest looks at constraints on ESL workplace program development, focusing on needs assessment, assessment measures, participant attitudes and expectations, enrollment management, language choice, financial and organizational support, building coalitions, and decentralization. (Adjunct ERIC Clearinghouse on Literacy Education) (VWL)

ED 367 197 FL 800 719
Weinstein-Shr, Gail
Growing Old in America: Learning English Literacy in the Later Years. ERIC Digest.
Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.; National Clearinghouse for ESL Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-LE-93-08
Pub Date—Dec 93
Contract—RI89166001
Note—4p.
Available from—NCLE, 1118 22nd Street, N.W., Washington, DC 20037.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Literacy, *English (Second Language), *Literacy Education, *Older Adults, Program Descriptions, Teaching Methods
Identifiers—ERIC Digests
Since the end of World War II, the United States has provided haven for nearly two million refugees who were involuntarily displaced from their homelands. In addition, during the last several decades, over one million legal immigrants have also found their way into the United States. Although the proportion of elderly may be small among these newcomers, immigrants and refugees play an increasing role in the "graying of America," as uprooted adults age in their new homeland. This digest argues that it is both feasible and appropriate to provide language and literacy instruction for older immigrants and refugees and discusses the needs and resources of these older learners. Factors that influence language and literacy acquisition are discussed, and promising programs and practices for serving older adults are highlighted. (Adjunct ERIC Clearinghouse on Literacy Education) (VWL)

ED 368 214 FL 022 060
Gasparro, Marie Falletta, Bernadette
Creating Drama with Poetry: Teaching English as a Second Language through Dramatization and Improvisation. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-09-94
Pub Date—Apr 94
Contract—RR93002010
Note—4p.
Available from—ERIC/CLL, 1118 22nd Street, N.W., Washington, DC 20037.
Pub Type— Reports - Evaluative (142) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Classroom Techniques, *Dramatics, Drama Workshops, Elementary Secondary Education, *English (Second Language), FLES, Language Skills, *Poetry, *Second Language Instruction, *Teaching Methods
Identifiers—ERIC Digests
The use of poetry as drama in the English as a Second Language (ESL) classroom enables students to explore the linguistic and conceptual aspects of the written text without concentrating on the mechanics of language. Students are able to develop a sense of awareness of self in the target culture through dramatic interpretations of the poems. Teachers using this technique need to consider poetry that matches their students' language skills, ages, and interests. Teachers also need to introduce ESL students to the background of the poetry selected, facilitate the comprehension of vocabulary, idioms, and cultural aspects, establish an acting workshop atmosphere, and create a student-participatory language learning experience. Four poems are discussed that students at different levels can dramatize: (1) "Love in Brooklyn" (John Wakeman); (2) "Why Did the Children Put Beans in Their Ears?" (Carl Sandburg); (3) "Woodpecker in Disguise" (Grace Taber Hallock); and (4) "Read This with Gestures" (John Ciardi). Contains 12 references. (MDM)

ED 368 222 FL 800 746
Spener, David, Ed.
Adult Biliteracy in the United States. Language in Education: Theory and Practice 83.
Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.; Center for Applied Linguistics, Washington, D.C.; Delta Systems Inc., McHenry, IL.; National Clearinghouse on Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-937354-83-X
Pub Date—94
Contract—RI89166001
Note—245p.
Available from—Delta Systems, Inc., 1400 Miller Pkwy., McHenry, IL 60050-7030 ($19.95).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Collected Works - General (020)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors—Adolescents, *Adult Literacy, *Bilingualism, Black Dialects, Cognitive Processes, Educational Technology, *English (Second Language), Ethnography, Family Environment, High School Equivalency Programs, Hispanic Americans, Instructional Effectiveness, Language Planning, Literacy Education, Sciences, Second Language Learning
Identifiers—*Biliteracy, *United States
This collection of articles by 15 leading researchers and teachers explores the social, cognitive, and pedagogical aspects of developing biliteracy-literacy in two languages. Chapters include the following: "Inheriting Sins While Seeking Absolution: Language Diversity and National Data Sets" (Reynaldo Macias); "Sociolinguistic Considerations in Biliteracy Planning" (Arnulfo G. Ramirez); "Bidialectal Literacy in the United States" (Walt Wolfram); "Biliteracy in the Home: Practices Among Mexicano Families in Chicago" (Marcia Farr); "Literacy and Second Language Learners: A Family Agenda" (Gail Weinstein-Shr); "¿Guariyusei? Adult Biliteracy in Its Natural Habitat" (Tomas Mario Kalmar); "Literacy as Practice and Cognitive Skill: Biliteracy in an ESL Class and a GED Program" (Nancy H. Hornberger, Joel Hardman); "Putting a Human Face on Technology: Bilingual Literacy Through Long-Distance Partnerships" (Dennis Sayers, Kristin Brown); "Discourse and Social Practice: Learning Science in Language Minority Classrooms" (Beth Warren, Ann S. Rosebery, Faith Conant); and "Engaging Students in Learning: Literacy, Language, and Knowledge Production with Latino Adolescents" (Catherine E. Walsh). (Adjunct ERIC Clearinghouse on Literacy Education) (VWL)

ED 368 223 FL 800 751
NCLE Notes, 1991-1993.
National Clearinghouse for ESL Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—93
Contract—RI89166001
Note—35p.
Available from—NCLE, 1118 22nd Street, N.W., Washington, DC 20037.
Journal Cit—NCLE Notes; v1-3 1991-93
Pub Type— Collected Works - Serials (022) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adult Literacy, Classroom Techniques, *English (Second Language), *Literacy Education, Statistical Analysis, *Teaching Methods, Whole Language Approach
Identifiers—Participatory Approach
This document consists of the six issues of "NCLE Notes", the newsletter of the National Clearinghouse on ESL (English as a Second Language) Literacy Education (an adjunct ERIC Clearinghouse) published during the three-year period 1991-1993. Major articles in these issues include: "Issues in Literacy Education"; "The National Literacy Act and ESL Literacy"; "Tips for ESL Literacy Teachers"; "Making Meaning, Making Change" (excerpted from a book of the same title); "A Teacher Talks Shop on the Participatory Approach"; and "Whole Language and Adult Literacy." In addition, each issue contains a resource update and a news in brief section. (Adjunct ERIC Clearinghouse on Literacy Education) (VWL)

ED 369 308 FL 800 757
Crandall, JoAnn
Creating a Professional Workforce in Adult ESL Literacy. ERIC Digest.
Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.; National Clearinghouse for ESL Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-LE-94-01
Pub Date—Apr 94
Contract—RR93002010
Note—4p.
Available from—NCLE, 1118 22nd Street, N.W., Washington, DC 20037.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, *Adult Literacy, Educational Needs, *English (Second Language), Labor Force Development, *Language Teachers, *Literacy Education, Models, *Professional Development, Program Design, *Teacher Certification, Teacher Qualifications, Work Environment
Identifiers—ERIC Digests, *Professionalism
Most teachers of English as a Second Language (ESL) face a number of challenges: large and heterogeneous classes, specialized student needs, and poor funding and employment continuity. Many work part time, often in more than one program and serving simultaneously as administrator and teacher. While most have college degrees, their training is likely to be in other areas, with little training specifically for ESL instruction. Need for certification in the field is growing. However, few models of comprehensive professional development for adult ESL literacy teachers exist to support the credentialing process. Three models hold promise: a craft or mentoring model, in which inexperienced teachers are paired with experienced teachers; an applied science model, in which relevant research is linked with practical experience; and an inquiry-based model, in which research, teacher education, and teaching occur concurrently. There is much to recommend a combination of the three models, bringing together teachers and other practitioners at all stages of professional development to provide a laboratory for demonstrating and expanding knowledge,skills, and experience. Expansion of professional development for adult ESL literacy teachers will also require changes in adult education policy and practice and a research base in adult ESL literacy. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 372 655 FL 022 507
Kauffman, Dorothy And Others
Content-ESL across the USA.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—94
Contract—RR93002010
Note—142p.
Available from—ERIC Clearinghouse on Languages and Linguistics, 1118 22nd Street NW, Washington, DC 20037 ($12.50).
Pub Type— Reports - Research (143) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Bilingual Education, Community Involvement, Curriculum Design, Elementary Secondary Education, *English (Second Language), Federal Legislation, Instructional Materials, Language Tests, Local Legislation, Professional Development, *Program Design, Program Implementation, Public Schools, Second Language Instruction, State Legislation, Student Characteristics, Student Evaluation, Surveys, Teacher Certification, *Teaching Methods, Testing
Identifiers—*Content Area Teaching, Native Language, United States
This book highlights information from a project that focused on where and how content-based English-as-a-Second-Language (ESL) instruction has been implemented in pre-K through Grade 12 classrooms in public schools across the United States. A database was constructed of 3,000 public schools that have content-ESL programs. Descriptions of the programs were obtained through two questionnaires, by telephone, and from 2-day site visits conducted at 20 schools. The book is based primarily on the field reports of the 20 site visits but contains, in addition, highlights of the survey. It is for educators interested in learning more about content-ESL programs in other schools and provides information on designing a program, implementing or modifying a program, or sustaining an existing program. Part 1 describes the students who were observed and interviewed for the study; actions taken to meet federal, state, and district-level mandates; in-take, placement, and exit procedures; program designs; and curricula used at the school sites. Part 2 observes how teachers make content and language modifications and use a variety of resources to help students acquire academic concepts. The use of native languages and cultures in instruction and the assessment tools used to measure students' content achievement and English proficiency are discussed. Part 3 looks at what the site schools are doing in the way of professional development and community involvement. (Contains 54 references.) (VWL)

ED 372 662 FL 800 794
Parks, Carolyn
Closed Captioned TV: A Resource for ESL Literacy Education. ERIC Digest.
Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-LE-94-02
Pub Date—Jul 94
Contract—RI93002010
Note—4p.
Available from—Center for Applied Linguistics, 1118 22nd Street, N.W., Washington, DC 20037.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Access to Information, Adult Basic Education, *Broadcast Television, Classroom Techniques, Educational Trends, *English (Second Language), Federal Legislation, *Federal Regulation, Instructional Effectiveness, Instructional Materials, *Language Skills, *Literacy Education, Second Language Instruction, Skill Development, Technological Advancement, Time Factors (Learning), Trend Analysis
Identifiers—*Closed Captioned Television, ERIC Digests
Recent technological, pedagogical, and regulatory developments have heightened awareness and appreciation of the utility of closed captioned television (CCTV) for adult English-as-a-Second-Language (ESL) and literacy instruction. A federal mandate that most televisions provide a closed caption decoder, increased captioning of all program types, and additional research on the benefits of CCTV for ESL learning support the use of the medium. Several technological advances make classroom use of CCTV materials less time-consuming for teachers and a rich experience for students. Captions can now be captured for simultaneous printing or computer use and exercises can be developed for using this material. Sample exercises include punctuation analysis of the large-type captions, lessons on grammar and vocabulary, study of cultural patterns and social behavior, analysis of intonation and stress, study of the techniques used by captioners to make captions brief and succinct, and construction of adult activities using the slower-paced children's programs. Training in the use of CCTV and sharing of teaching experiences will allow educators to exploit the power and effectiveness of television as a language and literacy learning tool. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 372 663 FL 800 818
Drennon, Cassie
Adult Literacy Practitioners as Researchers. ERIC Digest.
Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-LE-94-03
Pub Date—Jul 94
Contract—RI93002010
Note—4p.
Available from—Center for Applied Linguistics, 1118 22nd Street, N.W., Washington, DC 20037.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, *Adult Literacy, *English (Second Language), *Inquiry, *Literacy Education, *Researchers, *Staff Development
Identifiers—ERIC Digests
In adult English-as-a-Second-Language literacy education and staff development, practitioner inquiry has emerged as a powerful approach toward improving practice. A variety of activities occur under the umbrella of practitioner inquiry, all of which are grounded in the knowledge and questions held by practitioners. The characteristics of inquiry intersect with those of other adult education concepts such as self-directed learning, reflective practice, learner centeredness, and action research. Inquiry has been defined as a "social and collaborative process" through which practitioners actually contribute new knowledge within programs and even to the larger adult education field. This digest examines the thinking that underlies practitioner inquiry, explains the phases of an inquiry process, and gives examples of projects. The digest concludes by identifying concerns with the approach and by suggesting changes that must take place if inquiry is to be viably implemented as a staff development process. (VWL) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 372 664 FL 800 825
Wiley, Terrence G.
Estimating Literacy in the Multilingual United States: Issues and Concerns. ERIC Digest.
Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-LE-93-04
Pub Date—Sep 94
Contract—RI93002010
Note—4p.
Available from—Center for Applied Linguistics, 1118 22nd Street, N.W., Washington, DC 20037.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Literacy, Definitions, *English (Second Language), Estimation (Mathematics), *Literacy, *Measurement Techniques, *Multilingualism, *National Surveys
Identifiers—Biliteracy, ERIC Digests, Native Language, *United States
This digest reports on findings from recent literacy surveys and interprets these findings in light of theoretical and definitional issues involved in estimating literacy; examines approaches commonly use to measure literacy and enumerates concerns about the limitations of these approaches in linguistically diverse contexts; and concludes with a call for more research on native language literacy and biliteracy. (VWL) (Adjunct ERIC Clearinghouse on Literacy Education)

HE

ED 360 946 HE 026 845
Conrad, Judi
Educating Part-Time Adult Learners in Transition. ERIC Digest.
ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education and Human Development.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-92-9
Pub Date—93
Contract—RR93002008
Note—4p.
Available from—ERIC Clearinghouse on Higher Education, One Dupont Circle, Suite 630, Washington, DC 20036 ($1).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, Adult Learning, *Adult Students, Continuing Education, Curriculum Design, *Educational Trends, Higher Education, *Midlife Transitions, *Part Time Students, Postsecondary Education, Student Characteristics, Student Needs, Student Personnel Services
Identifiers—ERIC Digests
Adult learners, who comprise over half of all students in higher education, are typically part-time

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students in transition and present special challenges to colleges and universities. These students are primarily seeking to improve their situation through education, and their commitment to self-improvement dictates a different set of aspirations and expectations as compared to traditional students. National Center for Educational Statistics projects that in 1998, of all higher education students, 71.55 percent will be part-time adult learners. This has compelling policy, curriculum, financial, and administrative implications for institutions. To meet the special needs of this population institutions should provide academic counseling, academic support services, mentoring, convenient class location and scheduling, and cocurricular activities. The many services now available to adult students are typically accessible through a bureaucratic maze. Services centralized at a student affairs office could be organized around eight functional areas: specialized services; advocacy; referral; networking and mentoring; education (e.g., life skills training); clearinghouse that links students to campus services and resources; program planning; and counseling. Curricula for adult learners should include individual planning and active, problem-solving, goal-oriented, and cooperative learning. Teacher education programs have targeted adult learners in transition. Growth in continuing education is in the areas of computer training, human resource management, and quality control. Institutions will be wise to respond to the needs of adult learners in curricula; faculty development programs; administrative procedures; and counseling and support services. (JB)

ED 363 164 HE 026 770

Seagren, Alan T. And Others

The Department Chair: New Roles, Responsibilities and Challenges. ASHE-ERIC Higher Education Report No. 1.

Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education and Human Development.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-1-878380-22-2; ISSN-0884-0040

Pub Date—93

Contract—RI88062014

Note—129p.; For the digest, see HE 026 771.

Available from—ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1183 ($18).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Administrator Characteristics, Administrator Responsibility, *Administrator Role, *College Administration, *Department Heads, Faculty Evaluation, Higher Education, Institutional Characteristics, *Leadership, Political Power, Professional Development, Teacher Administrator Relationship

This monograph explores the changing role of the academic department chair in the areas of leadership, influence, and faculty development. The paper uses research insights to explore the situation of an academic chair who is squeezed between the demands of upper administration and the expectations of faculty, staff, and students. Studies of the roles and responsibilities of chairs consistently show that the role is ambiguous, unclear in authority, and difficult to classify as faculty or administrator. The tradition of faculty ownership dictates that chair leadership must emphasize empowering activities. The most effective use of political influence and power understands the political forces and processes of the institution and maneuvers groups and coalitions to achieve the autonomy and control necessary to a strong department. Faculty evaluation provides a chair with a powerful opportunity for developing quality. In addition, the chair must recognize how institutional type, history, and culture, model of governance, and discipline can influence what is expected. In the coming years chairs will need a program of professional development on many fronts to acquire the skills to address the complex challenges they will face. (Contains over 200 references.) (JB)

ED 363 165 HE 026 771

Seagren, Alan T. And Others

The Department Chair: New Roles, Responsibilities and Challenges. ERIC Digest.

ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education and Human Development.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-HE-93-1

Pub Date—Oct 93

Contract—RR93002008

Note—4p.; For the full length report, see HE 026 770.

Available from—ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1183 ($1).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Characteristics, Administrator Responsibility, *Administrator Role, *College Administration, *Department Heads, Faculty Evaluation, Higher Education, Institutional Characteristics, *Leadership, Political Power, Professional Development, Teacher Administrator Relationship

Identifiers—ERIC Digests

This digest explores the changing role of the academic department chair in the areas of leadership, influence, and faculty development. The paper uses research insights to explore the situation of an academic chair who is squeezed between the demands of upper administration and the expectations of faculty, staff, and students. Studies of the roles and responsibilities of chairs consistently show that the chair's role is ambiguous, unclear in authority, and difficult to classify as faculty or administrator. The tradition of faculty ownership dictates that chair leadership must emphasize empowering activities. The most effective use of political influence and power understands the political forces and processes of the institution and maneuvers groups and coalitions to achieve the autonomy and control necessary to a strong department. Faculty evaluation provides the chair with a powerful opportunity for developing quality. In addition, the chair must recognize how institutional type, history, and culture, model of governance, and discipline can influence what is expected. In the coming years chairs will need a program of professional development on many fronts to acquire the skills to address the complex challenges they will face. (Contains 9 references.) (JB)

ED 364 133 HE 026 929

Riggs, Robert O. And Others

Sexual Harassment in Higher Education: From Conflict to Community. ASHE-ERIC Higher Education Report No. 2.

Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education and Human Development.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-1-878380-23-0; ISSN-0884-0040

Pub Date—93

Contract—RI88062014

Note—114p.; For a related ERIC Digest, see HE 026 930.

Available from—ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1183 (Single copy prices, including 4th class postage and handling, are $18 regular and $12.75 for members of AERA, AAHE, AIR, and ASHE).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Colleges, Educational Environment, *Federal Legislation, *Higher Education, *Interpersonal Relationship, *Intervention, Sex Discrimination, Sexual Abuse, *Sexual Harassment, Universities

Identifiers—Civil Rights Act 1964 Title VII, Title IX Education Amendments 1972

Colleges and universities are expected to provide safe and appropriate learning and working environments, including freedom from sexual harassment. Unfortunately, the frequency of complaints on college and university campuses has increased. Sexual harassment is a form of sexual discrimination and is prohibited by federal laws. This behavior interferes with a student's or employee's performance by producing a hostile working or learning environment. It can manifest itself as gender harassment; unwanted seductive behavior; sexual bribery and coercion; and sexual assault, including attempted rape and rape. Research shows that between 20 and 30 percent of undergraduate female students are victims of some form of sexual harassment by at least one of their professors during their undergraduate years. Additionally, 60 percent of presidents of large research and doctorate institutions believed sexual harassment to be a problem. The most important steps institutions can take to eliminate sexual harassment are to: (1) carefully draft definitions of sexual harassment; (2) provide accessible grievance procedures; and (3) provide education about the nature of this type of behavior to educate the campus community. These steps represent the best practices that institutions have developed after more than a decade of aggressive response to the problem. (Contains approximately 130 references and an index.) (GLR)

ED 364 134 HE 026 930

Riggs, Robert O. And Others

Sexual Harassment in Higher Education from Conflict to Community. ERIC Digest.

ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education and Human Development.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-HE-93-2

Pub Date—93

Contract—RR93002008

Note—4p.; For the full length report, see HE 026 929.

Available from—ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1183 ($1, full report $18).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Colleges, *Early Intervention, Educational Environment, *Federal Legislation, *Higher Education, *Interpersonal Relationship, Postsecondary Education, Sex Discrimination, Sexual Abuse, *Sexual Harassment, Universities

Identifiers—Civil Rights Act 1964 Title VII, ERIC Digests, Title IX Education Amendments 1972

This brief report summarizes a longer document with the same title. The report discusses the problem of sexual harassment on college campuses and what intervention strategies academic institutions can take to help eliminate the problem. It notes that sexual harassment is a form of sexual discrimination prohibited by federal law, and examines what the definition of sexual harassment is as well as why it is illegal. Research shows that between 20 and 30 percent of undergraduate female students are victims of some form of sexual harassment by at least one of their professors during their undergraduate years. Additionally, 60 percent of presidents of large research and doctorate institutions believed sexual harassment to be a problem. The most important steps institutions can take to eliminate sexual harassment are to: (1) carefully draft definitions of sexual harassment, (2) provide accessible grievance procedures, and (3) provide education about the nature of this type of behavior to educate the campus community. (Contains 10 references.) (GLR)

ED 365 206 HE 026 997

Aguirre, Adalberto, Jr. Martinez, Ruben O.

Chicanos in Higher Education: Issues and Dilemmas for the 21st Century. ERIC Digest.

ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education and Human Development.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-HE-93-3

Pub Date—Jan 94

Contract—RR93002008

Note—4p.; For the report on which this digest is based, see HE 026 998.

Available from—ASHE-ERIC Higher Education Reports, George Washington University, One Dupont Circle, Suite 630, Washington, DC

20036-1183 ($1).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, *Access to Education, Civil Rights, College Students, Educationally Disadvantaged, Equal Education, Ethnic Bias, Faculty Integration, Federal Legislation, Federal Programs, *Futures (of Society), *Higher Education, *Mexican Americans, Minority Groups, Spanish Speaking
Identifiers—Chicano Movement, *Chicanos, Chicano Studies, ERIC Digests, *Hispanic American Students
This monograph digest addresses Chicano participation in higher education to date and pressing issues for increased participation in the 21st century. An exploration of how Chicanos relate generally to the national education system cites low academic achievement which contributes to relative social and cultural isolation. Isolation coupled with educational tracking places the population at risk for negative educational and economic outcomes. The paper notes very slow improvement for Chicanos in higher education due in part to the small numbers of Chicano students pursuing postsecondary education. A section on how Chicanos relate to higher education considers developments in access and participation beginning in the 1850s in California and including the recent construction of "El Plan de Santa Barbara" in which the Chicano community defined their own aims in higher education. Examination of the context for participation notes federal government programs and legislation which have facilitated entry for Chicanos and also reinforced a subordinate status. A section on Chicano representation in higher education finds that Chicano faculty, though persons of extraordinary accomplishment, are marginalized in the academic community. The monograph argues that Chicanos must use educational attainment for social change and acquiring influence for participation in policy-making arenas. (JB)

ED 365 207 HE 026 998
Aguirre, Adalberto, Jr. Martinez, Ruben O.
Chicanos in Higher Education: Issues and Dilemmas for the 21st Century. ASHE-ERIC Higher Education Report No. 3, 1993.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education and Human Development.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-1-878380-24-9; ISSN-0884-0040
Pub Date—93
Contract—R188062014
Note—125p.
Available from—ASHE-ERIC Higher Education Reports, George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1183 ($18).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Academic Achievement, *Access to Education, Civil Rights, College Students, Educationally Disadvantaged, Equal Education, Ethnic Bias, Faculty Integration, Federal Legislation, Federal Programs, Futures (of Society), *Higher Education, Hispanic Americans, *Mexican Americans, Minority Groups, *Spanish Speaking
Identifiers—Chicano Movement, *Chicanos, Chicano Studies, Hispanic American Students
This monograph looks at Chicano participation in higher education to date and pressing issues for increased participation in the 21st century. An exploration of how Chicanos relate generally to the national education system cites low academic achievement which contributes to relative social and cultural isolation. Isolation coupled with educational tracking places the population at risk for negative educational and economic outcomes. Looking at Chicanos and higher education the monograph notes slow improvement in part due to small numbers of students pursuing postsecondary education. This section also recalls the history of Chicano participation beginning in the 1850s in California and including the recent construction of "El Plan de Santa Barbara." Examination of the context for participation notes federal government programs and legislation which have facilitated entry for Chicanos and also reinforced a subordinate status. A section on Chicano representation in higher education finds that faculty, though persons of extraordinary accomplishment, are marginalized in the academic community. Looking ahead the monograph argues that Chicanos must use educational attainment for social change and acquiring influence for participation in policy-making arenas. Contains over 300 references. (JB)

ED 366 262 HE 027 104
Poch, Robert K.
Academic Freedom in American Higher Education: Rights, Responsibilities and Limitations. ERIC Digest.
ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education and Human Development.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-93-4
Pub Date—Jan 94
Contract—RR93002008
Note—4p.; For the full-length report, see HE 027 105.
Available from—ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1186 ($1; full report $18).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - General (140)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Freedom, Faculty College Relationship, Freedom of Information, Higher Education, Political Issues, Private Colleges, *Professional Autonomy, Public Colleges, School Policy, *Teacher Rights
Identifiers—ERIC Digests
This brief report summarizes a longer document with the same title in the ASHE-ERIC Higher Education Report series. Academic freedom provides the foundation for faculty scholarship and teaching, making it possible for educators to exchange ideas and concepts freely in the classroom, to explore and disseminate new knowledge, and to speak out both as professionals and private citizens. It is important, therefore, that faculty members and administrators fully understand the issues and contexts that surround academic freedom in American higher education. This report briefly addresses the following issues: (1) what the popular notions are concerning academic freedom, (2) whether academic freedom is a legal right; (3) whether faculty at private institutions have the same rights as faculty in public schools; and (4) the current issues that affect academic freedom. While the basic notion of academic freedom stems from the 1940 "Statement of Principles on Academic Freedom and Tenure" of the American Association of University Professors and the Association of American Colleges in which the elements are specified, the U.S. Supreme Court has never granted academic freedom full constitutional status. Additionally, while faculty members at public educational institutions may enjoy some constitutional protection, faculty at private schools must rely mainly on contractual safeguards. Current issues significantly affecting academic freedom include artistic expression, political correctness, limitations initiated by church related colleges and universities, and subpoenaed research information. To adequately address these issues requires organizationally endorsed policies that clearly identify freedoms that are available and the role of faculty.(GLR)

ED 366 263 HE 027 105
Poch, Robert K.
Academic Freedom in American Higher Education: Rights, Responsibilities and Limitations. ASHE-ERIC Higher Education Report No. 4.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education and Human Development.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-1-878380-25-9; ISSN-0884-0040
Pub Date—93
Contract—RR930200
Note—109p.; For a digest of the report, see HE 027 104.
Available from—Publications Department, ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1186 ($18; $13.50 for members of AERA, AAHE, AIR, and ASHE; price includes postage and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - General (140)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Academic Freedom, Faculty College Relationship, Freedom of Information, Higher Education, Political Issues, Private Colleges, *Professional Autonomy, Public Colleges, School Policy, *Teacher Rights
This report synthesizes the literature and applicable case law concerning academic freedom in higher education and addresses the following issues: (1) popular notions concerning academic freedom; (2) whether academic freedom is a legal right; (3) whether faculty at private institutions have the same rights as faculty in public schools; and (4) current issues that affect academic freedom. The report notes that, while the basic notion of academic freedom has existed since 1940, contained within the Statement of Principles on Academic Freedom and Tenure of the American Association of University Professors and the Association of American Colleges, in which the elements of academic freedom are specified, academic freedom does not have constitutional status as a legal right. Additionally, while faculty members at public educational institutions may enjoy some constitutional protection, faculty at private schools must rely mainly on contractual safeguards. Current issues significantly affecting academic freedom include artistic expression, political correctness, limitations initiated by church-related colleges and universities, and subpoenaed research information. To adequately address these issues requires organizationally endorsed policies that clearly identify freedoms that are available and the role of faculty. Conclusions and recommendations conclude the report. (Contains 58 references and an index.) (GLR)

ED 368 255 HE 027 270
Moore, Kathryn M. Amey, Marilyn J.
Making Sense of the Dollars: The Costs and Uses of Faculty Compensation. ERIC Digest.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education and Human Development.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-93-5
Pub Date—Feb 94
Contract—RR93002008
Note—4p.; For the full report, see HE 027 271.
Available from—ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1183 ($1).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Faculty, Compensation (Remuneration), Economic Impact, Employment Practices, Faculty College Relationship, Fringe Benefits, Higher Education, Labor Market, *Personnel Policy, Policy Formation, Salary Wage Differentials, School Holding Power, Teacher Motivation, Teacher Recruitment, Teacher Retirement, *Teacher Salaries
Identifiers—ERIC Digests
This publication is a brief digest of a longer monograph on compensation policies for higher education faculty and the impact of these policies on the professoriate and the higher education enterprise. An early section describes the monograph's treatment of the current financial turbulence in higher education that has caused many institutions to cut budgets and led to lowered expectations and demands of faculty on their institutions. Monograph analysis of compensation structure covers linking compensation to institutional mission, collective bargaining agreements, retirement issues and early retirement programs and incentives. A description of estimates regarding the academic labor force of the future notes that impending retirements are likely to reduce the numbers of professors at senior levels by as much as 40 percent, that replacements may not be in the pipeline, and that external market issues and internal market issues are important determinants of compensation policy. The monograph looks closely at how compensation is used to motivate, recruit, and retain faculty, how supplementary

compensation is used, and other related issues. A summary of the monograph's look at fair compensation covers the importance of equity, federal and state legislation affecting compensation, and salary discrimination issues. A final section describes how the monograph treats developing effective compensation systems. (JB)

ED 368 256 HE 027 271

Moore, Kathryn M. Amey, Marilyn J.

Making Sense of the Dollars: The Costs and Uses of Faculty Compensation. ASHE-ERIC Higher Education Report No. 5, 1993.

Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education and Human Development.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-1-878380-26-5; ISSN-0884-0040

Pub Date—93

Contract—RR88062014

Note—139p.

Available from—ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1183 ($18).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*College Faculty, Compensation (Remuneration), Economic Impact, Employment Practices, Faculty College Relationship, Fringe Benefits, Higher Education, Labor Market, *Personnel Policy, Policy Formation, Salary Wage Differentials, School Holding Power, Teacher Motivation, Teacher Recruitment, Teacher Retirement, *Teacher Salaries

This monograph takes a detailed look at higher education faculty compensation policies and the role of these policies in improving and preserving the professoriate and the higher education enterprise. A section on compensation structure examines key decision points involved in determining appropriate structures, collective bargaining agreements, and retirement and early retirement issues. A section on factors that affect the structure of compensation looks at the academic labor market, external issues such as the expected drop in numbers of senior faculty due to retirement and the possible lack of replacements, and internal issues such as the role of faculty as independent professionals. A central section looks at how institutions can use compensation to motivate faculty, reward productivity, foster teaching and research, recognize rank and seniority, facilitate productivity throughout a career, and recruit and retain faculty. This section also treats the prevalence and uses of supplemental compensation. A section on equity looks at how hiring pressures have increased with demand for more sophisticated policies and procedures to deal with gender, race and age factors. This section treats legal and regulatory development and various approaches to meeting these requirements. A final section on building an effective compensation system argues that policy must address internal consistency, external competition, individual contributions, and system administration. Includes an index. (Contains over 200 references.) (JB)

ED 368 321 HE 027 346

Tierney, William G. Rhoads, Robert A.

Enhancing Promotion, Tenure and Beyond: Faculty Socialization as a Cultural Process. ERIC Digest.

Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education and Human Development.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-HE-93-6

Pub Date—Apr 94

Contract—RR93002008

Note—4p.; For the full report, see HE 027 347.

Available from—ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1183 ($1).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adjustment (to Environment), Beginning Teachers, *College Faculty, Cultural Context, *Cultural Influences, Faculty College Relationship, *Faculty Development, *Faculty Promotion, Graduate Study, Higher Education, Nontenured Faculty, *Socialization, Tenure

Identifiers—ERIC Digests, *Organizational Culture

This digest is a brief summary of a longer monograph of the same title on the importance of understanding faculty socialization as a cultural process in the context of the current changes urged on higher education. A section on how faculty socialization is conceptualized adopts a view of culture in which culture shapes and is shaped by social interaction. Consequently, to understand faculty means to come to terms with the cultural forces which shape faculty lives. These include the culture of the profession, the disciplinary culture, the institutional culture, and individual cultural differences. The monograph argues that faculty socialization takes place in two general stages: first, during their own undergraduate and graduate learning experiences and, second, during the organizational stage when new faculty face organizational challenges. It is also noted that, while faculty adapt to their institutions and cultures, institutions in turn adapt to their faculty members. The implications of such an understanding of the nature and importance of faculty socialization are shown to include the possibility of confusion and misinterpretation which is especially problematic during the tenure process and the need for clearly articulated organizational goals and objectives. Coming to terms with faculty socialization offers the key to many questions of organizational culture, commitment and mission. (JB)

ED 368 322 HE 027 347

Tierney, William G. Rhoads, Robert A.

Enhancing Promotion, Tenure and Beyond: Faculty Socialization as a Cultural Process. ASHE-ERIC Higher Education Report No. 6.

Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education and Human Development.

Spons Agency—Lilly Endowment, Inc., Indianapolis, Ind.; Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-1-878380-27-3; ISSN-0884-0040

Pub Date—93

Contract—RR930200

Note—123p.; For a related digest, see HE 027 346. Title on title page is: Faculty Socialization as Cultural Process: A Mirror of Institutional Commitment.

Available from—ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1183 ($19).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Adjustment (to Environment), Beginning Teachers, *College Faculty, *Cultural Context, Cultural Influences, Faculty College Relationship, Faculty Development, *Faculty Promotion, Graduate Study, Higher Education, Minority Groups, Nontenured Faculty, *Socialization, *Tenure, Women Faculty

Identifiers—*Organizational Culture

This monograph examines the importance of understanding faculty socialization as a cultural process in the context of the current changes urged on higher education. An opening section explores the links between culture and commitment and the importance of understanding such links in light of faculty diversity and other challenges. A second section examines the cultures of faculty life which include national, professional, disciplinary, and institutional cultures. A third section defines organizational socialization and faculty socialization and describes two general stages: anticipatory socialization (during undergraduate and particularly graduate study) and organizational socialization (during the early years as a faculty member). The fourth section looks at the new faculty member as a novice and discusses recruitment, selection, and early experiences. The next section looks at the ritual of the tenure and promotion process. The following section explores post-tenure socialization: the continuing socialization of senior faculty and their role in socializing others. The socialization of women and minority faculty is focused on next. The final section looks at implications for practice and argues that socialization can be managed for empowerment. An index is included. Appended are several brief descriptions of innovative faculty development ideas in practice. (Contains over 200 references.) (JB)

ED 370 507 HE 027 467

Garland, Peter H. Grace, Thomas W.

New Perspectives for Student Affairs Professionals: Evolving Realities, Responsibilities and Roles. ERIC Digest.

ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education and Human Development.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-HE-93-7

Pub Date—Jun 94

Contract—RR930200

Note—4p.; For the full length report of which this is a digest, see HE 027 468.

Available from—ERIC Clearinghouse on Higher Education, George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036 ($1).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Responsibility, College Students, Continuing Education, Counseling Services, *Educational Change, Higher Education, Institutional Role, Professional Education, Program Administration, Responsibility, School Holding Power, *Staff Role, Student Development, *Student Personnel Services, *Student Personnel Workers

Identifiers—ERIC Digests

The efforts of college student affairs professionals aimed at improving student life, integrating new student groups, and attracting and retaining students are becoming critical to institutions attempting to maintain enrollments of qualified students, ensure academic achievement, place graduates, and develop supportive alumni. Changes in student affairs contexts and clienteles involve uneven success with students from underrepresented groups, demographic shifts, expanding use of information technologies, increasing violence, the burden of debt, and new emphasis on accountability. An expanded role for student affairs is demanded, which would require creatively and collaboratively integrating the institution's development with that of students. This new role calls for changes in the programs and services offered, the professional skills employed by student affairs professionals, and the content of the preparation and continuing development of professionals. The new role demands professionals who are competent in counseling and administration, organizational development, quality management, planning, evaluation and research, and current issues in higher education. Responsibilities of student affairs professionals, institutions, and personnel preparation programs are listed. (JDD)

ED 370 508 HE 027 468

Garland, Peter H. Grace, Thomas W.

New Perspectives for Student Affairs Professionals: Evolving Realities, Responsibilities and Roles. ASHE-ERIC Higher Education Report No. 7.

Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education and Human Development.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-1-878380-28-1; ISSN-0884-0040

Pub Date—93

Contract—RR93002008

Note—152p.; For a digest of this report, see HE 027 467.

Available from—ERIC Clearinghouse on Higher Education, School of Education and Human Development, George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1183 ($18).

Pub Type— Books (010) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Accountability, Administrator Responsibility, College Students, *Educational Change, Higher Education, Institutional Role, *Integrated Activities, Professional Education, Program Administration, Responsibility, School Holding Power, *Staff Role, *Student Development, *Student Personnel Services, *Student Personnel Workers, Theory Practice Relationship

The efforts of college and university student affairs professionals, who aim to improve student life, integrate new student groups, and attract and retain students, are becoming critical to institutions attempting to maintain enrollments of qualified students, ensure academic achievement, place graduates, and develop supportive alumni. Changes in student affairs contexts and clienteles are evidenced in uneven success with students from underrepresented groups, demographic shifts, expanding use of information technologies, increasing violence, the burden of debt, and new emphasis on accountability. An expanded role for student affairs is demanded, which would require creatively and collaboratively integrating the theory and practice of student affairs, integrating the academic and student affairs communities, and integrating campus and society. Challenges for the student affairs professional in this new role include developing vision, streamlining the administrative decision making process, developing comprehensive strategies, and recommitting to student development. The new role for student affairs calls for changes in the programs and services offered, the professional skills employed by student affairs professionals, and the content of the preparation and continuing development of professionals. (Contains approximately 250 references.) (JDD)

ED 372 702 HE 027 587
Davis, Todd M. Murrell, Patricia Hillman
Turning Teaching into Learning. The Role of Student Responsibility in the Collegiate Experience. ERIC Digest.
ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education and Human Development.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-93-8
Pub Date—Aug 94
Contract—EDRR93002008
Note—4p.; For the full length report see HE 027 588.
Available from—ASHE-ERIC Higher Education Reports, the George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1183 ($1).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Outcomes Assessment, College Role, College Students, Educational Environment, Higher Education, Institutional Research, Student Attitudes, Student Behavior, Student Characteristics, *Student College Relationship, Student Participation, *Student Responsibility, Student Role, *Undergraduate Study
Identifiers—Astin (Alexander W), College Student Experiences Questionnaire, ERIC Digests, Pascarella (Ernest T), Tinto (V)

This is a digest of a monograph that explores recent theory and research on the importance of college students' effort and involvement in promoting positive college outcomes. An opening section introduces the issue noting that institutions must work to create a climate in which all students feel welcome and able to fully participate. At the same time institutions must nurture an ethic that demands student commitment and promotes student responsibility. A section on student responsibility summarizes Robert Pace's standards embedded in the College Student Experience Questionnaire. Student responsibility is important as the key to all development and learning, because irresponsible students diminish the collective academic life, and because responsible habits pay lifetime benefits to the individual and society. A following section notes the work of Vincent Tinto, Alexander Astin, and Ernest Pascarella on student responsibility. A final section looks at how institutions can encourage responsible student behavior by stressing the importance of student achievement, by conveying the institution's purpose in an unambiguous manner, and by creating an ethos where students believe they are members of a larger community. In addition, small-scale, human environments for student faculty interaction, and other efforts to enhance student faculty relations are important. (JB)

ED 372 703 HE 027 588
Davis, Todd M. Murrell, Patricia Hillman
Turning Teaching into Learning. The Role of Student Responsibility in the Collegiate Experience. ASHE-ERIC Higher Education Report No. 8.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education and Human Development.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-1-878380-29-X; ISSN-0884-0040
Pub Date—93
Contract—RR93002008
Note—122p.; For the related ERIC Digest, see HE 027 587.
Available from—ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1183 ($18 plus shipping costs: 5% of invoice subtotal orders over $50; $2.50 each order with invoice subtotal of $50 or less; all orders under $45 must be prepaid; quantity discounts).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—College Environment, College Outcomes Assessment, College Role, College Students, Educational Environment, Higher Education, Institutional Research, Student Attitudes, Student Behavior, Student Characteristics, Student College Relationship, Student Participation, *Student Responsibility, Student Role, *Undergraduate Study
Identifiers—Astin (Alexander W), College Student Experiences Questionnaire, Pascarella (Ernest T), Tinto (V)

This monograph explores recent theory and research on the importance of student effort and involvement in college activities as decisive elements in promoting positive college outcomes. An opening section introduces the issue and is followed by a section outlining the fundamental work of Robert Pace who found that college outcomes depend on responsible student behavior and that environments may either encourage or discourage active student participation. The next section reviews the work of Vincent Tinto, Alexander Astin, and Ernest Pascarella and examines research trends in the past decades in this area. The following section offers summary and retrospective of research on student background. The next section considers the interrelationship between the college environment, what students do while enrolled, and outcomes. This section also covers institutional size and type, residential and commuter institutions, the college environment, institutional and individual fit, and qualitative approaches. The next section addresses how student investment is crucial to college work from the Tinto, Pascarella, Astin, and Pace perspectives. A final section examines implications for practice and inquiry and calls for a new relationship between institutions and students. An appendix lists the 14 quality of effort scales in the College Student Experience Questionnaire. A subject index is included. Contains 102 references. (JB)

IR

ED 364 259 IR 054 781
ERIC: In Action. Videocassette.
ERIC Clearinghouse on Information and Technology, Syracuse, NY.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—93
Contract—RI88062008
Available from—ERIC Clearinghouse on Information & Technology, 4-194 Center for Science and Technology, Syracuse University, Syracuse, NY 13244-4100 ($15).
Pub Type— Non-Print Media (100) — Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)
Document Not Available from EDRS.
Descriptors—*Access to Information, *Bibliographic Databases, *Database Producers, Electronic Mail, Indexes, *Information Centers, *Information Dissemination, Information Networks, Information Retrieval, National Programs
Identifiers—AskERIC, *Educational Information, *ERIC, Internet

This 15-minute videotape introduces viewers to ERIC and emphasizes ERIC's connection to the electronic information highway. Topics covered include (1) the basic structure of the ERIC system, including the 16 subject-specialized clearinghouses; (2) benefits offered, including publications, the ERIC database, information quality, and the ERIC Partners Program (i.e., arrangements through which national and international organizations work with ERIC to serve common audiences); (3) the key features of the ERIC database entries, including indexing, availability information, and abstracts; (4) and the means by which users can obtain the articles and documents announced in the database, including the ERIC microfiche collection, the ERIC Document Reproduction Service, library journal collections, and interlibrary loan. The AskERIC service, an Internet-based reference service that began in 1992 as a special project of the ERIC Clearinghouse on Information & Technology, is highlighted; and Access ERIC, the component that provides centralized question-answering and referral for the ERIC system, is described. (KRN)

ED 365 312 IR 016 526
Alternative Assessment and Technology. ERIC Digest.
ERIC Clearinghouse on Information and Technology, Syracuse, NY.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-93-5
Pub Date—Dec 93
Contract—RR93002009
Note—4p.; Adapted from an article by Dorothy Bennett and Jan Hawkins in "News from the Center for Children and Technology and the Center for Technology in Education," v1 n3 Mar 1992.
Available from—ERIC Clearinghouse on Information & Technology, 4-194 Center for Science & Technology, Syracuse University, Syracuse, NY 13244-4100 (free while supplies last).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, *Competency Based Education, Computer Simulation, Educational Cooperation, Educational Objectives, *Educational Technology, Educational Testing, *Evaluation Methods, High Schools, High School Students, Multiple Choice Tests, Portfolios (Background Materials), *Student Evaluation, Technology Education, Thinking Skills, Video Equipment
Identifiers—ERIC Digests, *Performance Based Evaluation, Portfolio Performance Appraisal Systems

This digest focuses on going beyond multiple choice testing to the development of methods for assessing complex knowledge and performances. Newly designed assessment systems must accurately measure and promote the complex thinking and learning goals that are known to be critical to students' academic success and their eventual sustained achievement and contribution to their communities. The digest discusses performance-based assessment and portfolio assessment as alternative approaches. The contribution that technology can make to the creation of workable and meaningful forms of alternative assessment is also addressed. The digest overviews some of the approaches to alternative assessment that the Center for Technology in Education (CTE) has been investigating. CTE is working in collaborative projects with a variety of schools. Within these projects, CTE has experimented with a number of tasks in the development of technology-based performance assessment records in high school science and mathematics, including computer simulations, oral presentations, paired explanations, progress interviews, and videotaped demonstrations. CTE evaluates student performance on two levels: the quality of the oral presentation and the quality of the device. A list of eight additional readings is provided. (TMK)

BEST COPY AVAILABLE

ED 365 354 IR 054 815
Preston, Nancy R.
Access Points to ERIC: Update 1992. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-92-6
Pub Date—Sep 92
Contract—RI88062008
Note—4p.
Available from—ERIC Clearinghouse on Information & Technology, 4-194 Center for Science and Technology, Syracuse Uniyersity, Syracuse, NY 13244-4100 (free while supplies last).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Access to Information, *Bibliographic Databases, Dial Access Information Systems, Information Networks, *Information Sources, Information Technology, Local Area Networks, Online Systems, Online Vendors, Optical Disks, Reference Materials
Identifiers—*ERIC, ERIC Digests, Internet, Printed Materials
The ERIC system's commitment to reaching diverse user audiences, coupled with the rapid advancement of information technologies, has resulted in a larger-than-ever selection of access points to ERIC. This digest discusses the original and newer means of accessing the ERIC bibliographic database of education-related materials. The access points discussed are online access through commercial services; CD-ROM; locally-mounted systems and Internet access; and print access. Other topics include acquiring ERIC articles and documents, extension of services beyond the ERIC database, and future plans for ERIC. A source list is included. (JLB)

ED 366 329 IR 016 537
Smith, Marilyn E.
Television Violence and Behavior: A Research Summary. ERIC Digest.
ERIC Clearinghouse on Information and Technology, Syracuse, NY.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-93-8
Pub Date—Dec 93
Contract—RR93002009
Note—4p.
Available from—ERIC Clearinghouse on Information & Technology, 4-194 Center for Science and Technology, Syracuse University, Syracuse, NY 13244-4100 (free while supplies last).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Aggression, Behavior Patterns, *Behavior Problems, Child Behavior, Children, Federal Regulation, Self Control, Television, Television Research, *Television Viewing, *Violence
Identifiers—ERIC Digests
This digest describes the overall pattern of the results of research on television violence and behavior. Several variables in the relationship between television violence and aggression related to characteristics of the viewers and to the portrayal of violence are identified. Viewer characteristics included: age, amount of television watched, identification with television personalities, belief that television violence is realistic, intellectual achievement, and psychological state before and after viewing television. In addition, the digest summarizes concerns regarding the effects of television violence. (Contains 20 references.) (TMK)

ED 366 330 IR 016 538
Ely, Donald P.
The Field of Educational Technology: A Dozen Frequently Asked Questions. ERIC Digest.
ERIC Clearinghouse on Information and Technology, Syracuse, NY.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-93-7
Pub Date—Dec 93
Contract—RR93002009
Note—6p.; Update of ED 232 616.
Available from—ERIC Clearinghouse on Information & Technology, 4-194 Center for Science and Technology, Syracuse University, Syracuse, NY 13244-4100 (free while supplies last).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Educational Resources, *Educational Technology, Higher Education, Information Sources, Information Technology, Professional Associations, Scholarly Journals, Textbooks
Identifiers—*ERIC Digests
This digest provides background information and sources that help in understanding the concept of educational technology. Specific answers are provided to the following 12 questions: (1) What is educational technology? (2) What are the roots of educational technology? (3) What is a good source of research findings? (4) What do educational technologists do? (5) Where are educational technologists employed? (6) Where do educational technologists obtain professional education? (7) What fields offer good preparation for educational technology? (8) What are the major professional organizations? (9) What publications do educational technologists read? (10) What are the comprehensive references for the field? (11) What textbooks are commonly used? and (12) Where can more specific information about educational technology be found? (JLB)

ED 368 324 IR 016 536
Bishop, Ann P.
The National Information Infrastructure: Policy Trends and Issues. ERIC Digest.
ERIC Clearinghouse on Information and Technology, Syracuse, NY.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-93-6
Pub Date—Dec 93
Contract—RR93002009
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Access to Information, *Computer Networks, Computer Uses in Education, Educational Trends, Federal Legislation, *Government Role, *Information Networks, National Programs, Policy Formation, *Public Policy, Social Change, Trend Analysis, User Needs (Information)
Identifiers—ERIC Digests, High Performance Computing Act 1991, *National Information Infrastructure, *National Research and Education Network
Today's information infrastructure provides access to a growing array of software and services for education. As both the capabilities of technology and the number of its uses grow, the need to set national policy for computer networking has become increasingly apparent. The High Performance Computing Act of 1991 established government support for the development of the National Research and Education Network (NREN), which is designed to provide links with computer and information resources for researchers, educators, and students. In the past 2 years, federal networking policy has changed to emphasize rapid commercialization of infrastructure and services, broader social goals, greater focus on network users, and community participation. The proposed National Information Infrastructure Act of 1993 amends the original NREN provisions to define national policy more clearly and to increase the emphasis on social goals. The government is not alone in trying to broaden the goals and uses of the national information infrastructure, as the participation of public interest groups and individuals demonstrates. Several sources of information about the infrastructure are listed. (Contains 24 references.) (SLD)

ED 369 389 IR 016 620
Performance-Based Assessment
ACCESS ERIC, Rockville, MD.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ERIC-94-5016; ISSN-1065-1160
Pub Date—94
Note—37p.
Available from—ACCESS ERIC, 1600 Research Boulevard, Rockville, MD 20850-3166 (Subscription free; obtain back issues from EDRS).
Journal Cit—ERIC Review; v3 n1 Win 1994
Pub Type— Collected Works - Serials (022) — Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Annotated Bibliographies, Competence, *Competency Based Education, Elementary Secondary Education, *Evaluation Methods, Federal Programs, *Performance, Performance Factors, Portfolios (Background Materials), *Student Evaluation
Identifiers—*Alternative Assessment, Authentic Assessment, ERIC, *Performance Based Evaluation
"The ERIC Review" is published three times a year and announces research results, publications, and new programs relevant to each issue's theme topic. This issue explores performance-based assessment via two principal articles: "Performance Assessment" (Lawrence M. Rudner and Carol Boston); and "Alternative Assessment: Implications for Social Studies" (Pat Nickell). In addition, the features include: (1) standards information; (2) a listing of commercial publishers and performance-based assessment; (3) performance-based aspects of the National Assessment of Educational Progress (NAEP); (4) an alternative assessment reading list; (5) alternative assessment resource organizations list; and (6) an annotated list of 18 new publications available from the ERIC Clearinghouses. (JLB)

ED 369 420 IR 055 094
Weller, Carolyn R., Ed. Brandhorst, Ted, Ed.
ERIC Clearinghouse Publications, 1993. An Annotated Bibliography of Information Analysis Products and Other Major Publications of the ERIC Clearinghouses Announced in Resources in Education (RIE) January-December 1993.
CSC Professional Services Group, Rockville, MD. Information Systems Div.; ERIC Processing and Reference Facility, Rockville, MD.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—May 94
Contract—RI8902001
Note—111p.; For the 1992 edition, see ED 358 865.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Abstracts, Annotated Bibliographies, *Clearinghouses, *Education, Educational Research, Federal Programs, Literature Reviews, *Publications, *Resource Materials, State of the Art Reviews
Identifiers—*Educational Information, *ERIC
This annotated bibliography provides citations, abstracts, and indexes for the 267 documents produced by the 16 Educational Resources Information Center (ERIC) Clearinghouses in 1993. These publications consist of digests, bibliographies, state of the art reviews, and information syntheses of various types. An introduction describes the ERIC system, clearinghouse publications, the organization of this bibliography, and the availability of clearinghouse publications. A statistical summary by year (1968-1993) shows the number of publication included for each clearinghouse in the series of which this bibliography is the most recent. Document resumes are provided from the following clearinghouses: (1) Adult, Career, and Vocational Education; (2) Counseling and Student Services; (3) Reading, English, and Communication; (4) Educational Management; (5) Disabilities and Gifted Education; (6) Languages and Linguistics; (7) Higher Education; (8) Information and Technology; (9) Community Colleges; (10) Elementary and Early Childhood Education; (11) Rural Education and Small Schools; (12) Science, Mathematics, and Environmental Education; (13) Social Studies/Social Science Education; (14) Teaching and Teacher Education; (15) Assessment and Evaluation; and (16) Urban Education. Indexes by subject, personal author, and institution are provided. A directory of ERIC system components with addresses, telephone numbers, and brief descriptions of the clearinghouses' scope areas is also provided. A form for ordering microfiche or paper copy of ERIC Clearinghouse publications from the ERIC Document Reproduction Service is attached. (MES)

ED 371 727 IR 016 699
Holmes, Glen A. Branch, Robert C.
Cable Television in the Classroom. ERIC Digest.
ERIC Clearinghouse on Information and Technology, Syracuse, NY.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-94-5
Pub Date—Jun 94
Contract—RR93002009
Note—4p.
Available from—ERIC Clearinghouse on Information and Technology, 4-194 Center for Science and Technology, Syracuse University, Syracuse, NY 13244-4100 (free while supplies last).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cable Television, Distance Education, Educational Media, Educational Technology, *Educational Television, Elementary Secondary Education, Programming (Broadcast), School Business Relationship, Technological Advancement
Identifiers—ERIC Digests, Examples
Using cable television in the classroom allows teachers to include the latest news and current events in class discussions. However, many educational practitioners are uninformed about the concept and lack the knowledge to implement the technology in the classroom. This digest describes how cable television can be integrated into elementary and secondary classroom instruction. Topics covered include systems that link schools with cable television; current cable network school collaborations; and examples of cable television applications in schools. (Contains 18 references.) (JLB)

ED 372 756 IR 055 113
Information Literacy in an Information Society. ERIC Digest.
ERIC Clearinghouse on Information and Technology, Syracuse, NY.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-94-1
Pub Date—May 94
Contract—RR93002009
Note—4p.; For the full document, see IR 055 120.
Available from—ERIC Clearinghouse on Information & Technology, 4-194 Center for Science and Technology, Syracuse University, Syracuse, NY 13244-4100 (free while supplies last).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Educational Change, Elementary Secondary Education, *Information Literacy, *Information Seeking, *Information Sources, Information Technology, *Technological Literacy
Identifiers—ERIC, ERIC Digests, Goals 2000, National Education Goals 1990
Information literacy is the ability to access, evaluate, and use information from a variety of sources. This digest defines the information literate person and describes the evolution of the concept. Information literacy is examined in the context of existing practice; and the impact of technology on the storage and dissemination of data, resulting in the need for information literacy in telecommunications, is considered. Finally, information literacy is discussed in relationship to educational reform and to curriculum standards in mathematics, social studies, and science. (Contains 13 references.) (JLB)

ED 372 757 IR 055 114
Morgan, Nancy A.
An Introduction to Internet Resources for K-12 Educators. Part I: Information Resources. ERIC Digest.
ERIC Clearinghouse on Information and Technology, Syracuse, NY.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-94-3
Pub Date—May 94
Contract—RR93002009
Note—4p.; For Part II, see IR 055 115.
Available from—ERIC Clearinghouse on Information and Technology, 4-194 Center for Science and Technology, Syracuse University, Syracuse, NY 13244-4100 (free while supplies last).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computer Networks, Computer Uses in Education, Educational Technology, Elementary Secondary Education, Grants, *Information Networks, *Information Sources, Lesson Plans, Library Catalogs, Online Systems, Reference Services, State Departments of Education, Technological Advancement
Identifiers—AskERIC, Electronic Books, ERIC Digests, Government Information, *Internet, Listservs, Pen Pals, Technology Plans, World Wide Web
Recently, Internet resources for the K-12 community have been appearing all over the United States. This digest lists various information resources available to K-12 educators over the Internet. Topics covered include: guides to Internet resources; lesson plans; keypals and penpals; acceptable use policies; technology plans for K-12 schools; Internet projects for the classroom; grant information; government information; state education departments; electronic books; reference resources; library catalogs; world wide web sites; and other resources. (Contains 11 references.) (JLB)

ED 372 758 IR 055 115
Morgan, Nancy A.
An Introduction to Internet Resources for K-12 Educators. Part II: Question Answering, Listservs, Discussion Groups. ERIC Digest.
ERIC Clearinghouse on Information and Technology, Syracuse, NY.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-94-4
Pub Date—May 94
Contract—RR93002009
Note—4p.; For Part I, see IR 055 114.
Available from—ERIC Clearinghouse on Information and Technology, 4-194 Center for Science and Technology, Syracuse University, Syracuse, NY 13244-4100 (free while supplies last).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computer Networks, Educational Technology, *Electronic Mail, Elementary Secondary Education, Information Dissemination, *Information Networks, *Information Sources, Information Technology, Online Systems, Reference Services
Identifiers—AskERIC, ERIC Digests, *Internet, Listservs, USENET
The Internet is a vast computer network that consists of smaller interconnected computer networks. As K-12 schools connect to the Internet, a new means of communication opens up to educators and students. This digest describes some sample services and resources available to the K-12 community via electronic mail. Information sources covered in this digest are question answering services, including AskERIC; listservs or electronic discussion groups; and Usenet newsgroups, an electronic bulletin board system. (Contains 9 references.) (JLB)

ED 372 759 IR 055 116
Lance, Keith Curry
The Impact of School Library Media Centers on Academic Achievement. ERIC Digest.
ERIC Clearinghouse on Information and Technology, Syracuse, NY.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-94-2
Pub Date—May 94
Contract—RR93002009
Note—6p.; For the full report, see ED 353 989.
Available from—ERIC Clearinghouse on Information and Technology, 4-194 Center for Science and Technology, Syracuse University, Syracuse, NY 13244-4100 (free while supplies last).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, Elementary Secondary Education, *Learning Resources Centers, Librarians, Library Collections, Library Expenditures, Library Funding, *Library Role, *Library Services, Library Surveys, Media Specialists, Predictor Variables, *School Libraries
Identifiers—Colorado
This study was designed to update the existing research and to examine the relationship between library media programs and student achievement. The schools selected for the study sample were not selected on a random basis; rather, they were library media centers (LMCs) that responded to a 1989 survey of Colorado LMCs. The study relied entirely upon available data about LMCs. The findings of the study provided evidence to make these conclusions: (1) students with better funded LMCs tend to achieve higher average reading scores regardless of wealth or education level of the schools and community; (2) the size of the LMC's total staff and the size and variety of its collection are important characteristics which intervene between LMC expenditures and test performance; and (3) the role the school media specialist plays can influence test scores. (Contains 40 references.) (JLB)

ED 372 763 IR 055 120
Doyle, Christina S.
Information Literacy in an Information Society: A Concept for the Information Age.
ERIC Clearinghouse on Information and Technology, Syracuse, NY.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—IR-97; ISBN-0-937597-38-4
Pub Date—Jun 94
Contract—RR93002009
Note—82p.; For a related digest, see IR 055 113.
Available from—Information Resources Publications, 4-194 Center for Science and Technology, Syracuse University, Syracuse, NY 13244-4100 ($8, plus $2 shipping and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Reference Materials - Bibliographies (131) — Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Academic Standards, Annotated Bibliographies, *Curriculum Development, Educational Change, Elementary Secondary Education, *Information Literacy, Information Seeking, Information Skills, Information Technology, Information Utilization, Technological Literacy
Identifiers—*Goals 2000, National Education Goals 1990
Information literacy is the ability to access, evaluate, and use information from a variety of sources. This document traces the history of the development of the term "information literacy" and discusses the emergence of information literacy as an important concept in contemporary society. Two major events are examined that have driven information literacy into the forefront of educational reform: the Secretary's Commission on Achieving Necessary Skills (SCANS) Report and the National Educational Goals. The impact of technology on the concept of information literacy is discussed. Finally, recent revisions in national curriculum standards that imply recognition of information literacy skills are examined, including mathematics, social studies, and science standards. An annotated bibliography is included. (Contains 41 references.) (JLB)

ED 372 772 IR 055 140
Kurshan, Barbara L. And Others
An Educator's Guide to Electronic Networking: Creating Virtual Communities.
ERIC Clearinghouse on Information and Technology, Syracuse, NY.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—IR-96; ISBN-0-937597-37-6
Pub Date—May 94
Contract—RR93002009
Note—120p.; Revised and updated.
Available from—Information Resources Publications, Syracuse University, 4-194 Center for Science & Technology, Syracuse, NY 13244-4100 ($10, plus $2 shipping and handling).
Pub Type— Guides - Non-Classroom (055) — Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Community, *Computer Networks, Decision Making, *Educational Planning, Elementary Secondary Education, Evaluation Criteria, Futures (of Society), Glossaries, *Information Networks, Information Services, Information Technology, *Telecommunications
Identifiers—Internet, *Networking
This guide provides a framework to help think about, choose, create, and design an electronically networked community. It is written for educators and educational entities involved with the design and implementation of educational projects. The guide will help planners and designers decide what type of networked community to create; what factors to consider in selecting an electronic network

to support the community; what networks or network projects already exist to provide resources to meet the needs of the community; and how members could gain access to the network. Chapter 1 introduces some basic concepts about networked communities and relates these concepts to education. Chapter 2 identifies criteria for selecting a network, beginning with its educational purpose and concluding with connection considerations. Chapter 3 describes types of networks, characterized by factors and issues relevant to decision making. Chapter 4 presents examples of networked communities in terms of the frameworks and factors defined in the preceding chapter. Included in the appendices are descriptions of networks and/or projects mentioned; comments on the future of networking in the schools; and a glossary. (Contains 28 references.) (JLB)

JC

ED 361 057 JC 930 483
Ignash, Jan M.
Challenging the "Revolving Door Syndrome." ERIC Digest.
ERIC Clearinghouse for Community Colleges, Los Angeles, CA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-JC-93-04
Pub Date—Aug 93
Contract—RR93002003
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Advising, *Academic Persistence, Community Colleges, *Dropouts, Early Intervention, Educational Innovation, Mentors, Program Descriptions, Program Effectiveness, *School Counseling, *School Holding Power, School Orientation, School Surveys, Stopouts, Student College Relationship, *Student Development, Two Year Colleges
Identifiers—ERIC Digests
The "revolving door syndrome" refers to the ease with which students are able to enroll in community colleges and the equal ease with which they can drop out. In addition to traditional retention strategies, such as assessment, placement, orientation and advising, innovative approaches have been implemented at five community colleges nationwide. At St. Louis Community College, in Missouri, an effort was made to focus on stopouts by sending letters to all non-returning students in summer 1990, expressing continued interest in the student and reminding them of fall registration dates. The intervention resulted in a statistically significant increase in student re-enrollment. As the result of a survey of the educational goals of non-returning students at Del Mar College, in Texas, a standardized educational plan for all undeclared majors was initiated and public relations staff were made available for assistance during registration. Pennsylvania College of Technology achieved a 4% increase in retention of new students by ensuring that orientation activities such as advising, testing, scheduling, and campus tours were all accomplished on one day, while students at Miami-Dade Community College, in Florida, are sorted into groups based on test scores and provided with academic support throughout their program. Finally, the Puente Project at 23 California community colleges provides developmental English classes, mentors, and peer support for Latino/Chicano students. (ECC)

ED 362 242 JC 930 468
Prager, Carolyn, Ed.
Accreditation of the Two-Year College. New Directions for Community Colleges, Number 83, Fall 1993.
ERIC Clearinghouse for Community Colleges, Los Angeles, CA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-1-55542-718-9; ISSN-0194-3081
Pub Date—93
Contract—R188062002
Note—107p.
Available from—Jossey-Bass, Inc., Publishers, 350 Sansome Street, San Francisco, CA 94101 ($15.95).
Journal Cit—New Directions for Community Colleges; v21 n3 Fall 1993
Pub Type— Collected Works - Serials (022) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Academic Standards, *Accreditation (Institutions), *College Outcomes Assessment, Community Colleges, Cost Effectiveness, *Educational Quality, *Institutional Evaluation, Institutional Research, Leadership Responsibility, School Effectiveness, Two Year Colleges, Two Year College Students
Intended as a forum for the discussion of postsecondary accreditation, this book addresses pragmatic issues such as constituent satisfaction, cost, and redundant efforts, as well as such strategic concerns as accreditation's potential to provide leadership in the areas of transfer, articulation, and general education. The following 10 chapters are included: (1) "Regional Accreditation and Two-Year Colleges," by Robert S. Palinchak; (2) "Accreditation and Two-Year Branch Campuses," by Corrinne A. Caldwell and Lawrence S. Cote; (3) "The Role of Accreditation and General Education in Career Curricula," by Carolyn Prager; (4) "Cost-Benefit Analyses of Accreditation," by Charles R. Reidlinger and Carolyn Prager; (5) "Institutional Accreditation, Student Outcomes Assessment, and the Open-Ended Institution," by James C. Palmer; (6) "The President's Role in Building Internal Consensus for Accreditation," by Evan S. Dobelle; (7) "The Impact of Accreditation on Small Colleges," by Eduardo J. Marti; (8) "After Accreditation: How To Institutionalize Outcomes-Based Assessment," by G. Jeremiah Ryan; (9) "Accreditation and the Community College: Challenges and Opportunities," by Howard L. Simmons; and (10) "Sources and Information: Accreditation and the Community College," by David Deckelbaum. (MAB)

ED 362 283 JC 930 482
Cohen, Arthur M.
General Education in Community Colleges. ERIC Digest.
ERIC Clearinghouse for Community Colleges, Los Angeles, CA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-JC-93-01
Pub Date—Sep 93
Contract—RR93002003
Note—4p.; Based on "Directing General Education Outcomes," New Directions for Community Colleges, Number 81, Spring 1993.
Pub Type— Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cognitive Style, College Administration, Community Colleges, Course Content, Cultural Education, *Curriculum Development, *Educational Change, Education Work Relationship, *General Education, Governing Boards, *Learning Strategies, *Thinking Skills, Two Year Colleges, Values Education
Identifiers—ERIC Digests
The term general education has been employed to characterize an array of community college non-vocational programs, from Great Books courses to guidance services. General education at present differs from previous decades in terms of its emphasis on tighter curricular structure, global, gender, and ethnic studies, and the integration of knowledge. Coherence in the general education curriculum is threatened, however, when curricular decisions are made by disparate units. Though chief academic officers claim that their colleges are emphasizing general education, a statewide study conducted in Michigan showed that general education accounted for only 3 of every 10 courses offered. General Education can be envisioned in terms of "habits of thought" which cut across curricular disciplines and which prepare students for the future. To meet learners' future needs, general education should include courses which promote an understanding of the cultural and geographic relationships among people. General education should also help students to become "expert learners" who monitor and manage their own learning. General education should teach students to be expert learners. General education should be appropriate for developmental and occupational students, as well as transfer students, as business needs and technological change are dictating that the skills deficits in the U.S. workforce be remedied. Includes 11 references. (ECC)

ED 367 399 JC 940 153
Kantor, Sherrie L., Ed.
A Practical Guide to Conducting Customized Work Force Training. New Directions for Community Colleges, Number 85.
ERIC Clearinghouse for Community Colleges, Los Angeles, CA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-7879-9957-1; ISSN-0194-3081
Pub Date—94
Contract—RI93002003
Note—118p.
Available from—Jossey-Bass, Inc., Publishers, 350 Sansome Street, San Francisco, CA 94104-1342 (Publication No. USPS 121-710: $15.95; subscription: $49 individuals, $72 institutions).
Journal Cit—New Directions for Community Colleges; v22 n1 Spr 1994
Pub Type— Collected Works - Serials (022) — Information Analyses - ERIC Information Analysis Products (071) — Books (010)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Community Colleges, Cooperative Programs, Faculty Development, *Job Training, *Labor Force Development, Program Evaluation, Program Implementation, Retraining, School Business Relationship, Two Year Colleges, Two Year College Students, *Vocational Education
Identifiers—*Contract Training, *Customized Training
Intended as a forum for the discussion of customized workforce training at community colleges, this book addresses the practical considerations, programs, and strategies that come into play when colleges engage in customized contract training for fully-employed learners. The 10 chapters are as follows: (1) "Training for Customized Training: Learning To Teach the Fully Employed Learner in the Workplace," by Sherrie L. Kantor; (2) "The Evaluation of Customized Training," by James Jacobs and Debra Bragg; (3) "Contract Training: Avoiding the Rodney Dangerfield Syndrome by Practicing Good Internal Marketing," by Nancy Kothenbeutel and Conrad Dejardin; (4) "Using a Management Information System Effectively for Contract Education Programs," by Maureen H. Ramer and Mike Snowden; (5) "Recruitment Practices: A Community Partnership," by Julie Bender and Larry D. Carter; (6) "Beyond Work Force Literacy: The Hidden Opportunities of Environmental Literacy," by Bob Cumming; (7) "Training for Trade: A Partnership Strategy," by Jack N. Wismer; (8) "Environmental Workplace Assessment," by Jacques Bernier, Nancy Jackson, and David Moore; (9) "New Frontiers: Nontraditional Customized Training," by Cary A. Israel; and (10) "Sources and Information: Customized Training in the Community Colleges," by David Deckelbaum. (MAB)

ED 367 403 JC 940 157
Alfred, Richard L., Ed. Carter, Patricia, Ed.
Changing Managerial Imperatives. New Directions for Community Colleges, Number 84.
ERIC Clearinghouse for Community Colleges, Los Angeles, CA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-1-55542-719-7; ISSN-0194-3081
Pub Date—93
Contract—RI93002003
Note—119p.
Available from—Jossey-Bass, Inc., Publishers, 350 Sansome Street, San Francisco, CA 94101-1342 (publication no. USPS 121-710: $15.95).
Journal Cit—New Directions for Community Colleges; v21 n4 Win 1993
Pub Type— Collected Works - Serials (022) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Administrative Change, Administrative Organization, Administrative Policy, *Administrative Principles, Administrator Role, *Change Strategies, *College Administration, *Community Colleges, Governance, *Leadership Responsibility, Management Systems, Organizational Change, Organizational Development, Two Year Colleges
Intended as a forum for the discussion of governance and management in community colleges, this book details current trends in management approaches at the institutions, provides a practical de-

scription of management roles and responsibilities for college faculty and staff, and examines critical issues facing leaders engaged in management transformation. The following nine chapters are included: (1) "Rethinking the Business of Management," by Richard L. Alfred and Patricia Carter; (2) "Adapting Institutional Structure and Culture to Change," by Robert E. Parilla; (3) "From Boxing to Ballet: Remaking a Community College," by Garth Jackson and Nancy Moulton; (4) "Managing Uncertainty: Thinking and Planning Strategically," by Albert L. Lorenzo; (5) "Quality-Focused Management," by Robbie Lee Needham; (6) "Students First! Reconceptualizing Support Services," by James L. Hudgins, Sandi Oliver, and Starnell K. Williams; (7) "New Players in Management," by Ruth Burgos-Sasscer; (8) "Leadership in the Learning Organization," by Margaret Gratton; and (9) "Sources and Information: The Dynamics of Change in Managerial Responsibilities and Roles," by David Deckelbaum. (BCY)

ED 367 410 JC 940 175

Cohen, Arthur M., Ed. Brawer, Florence B., Ed.

Managing Community Colleges: A Handbook for Effective Practice.

ERIC Clearinghouse for Community Colleges, Los Angeles, CA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-1-55542-620-4

Pub Date—94

Contract—R193002003

Note—517p.

Available from—Jossey-Bass Inc., Publishers, 350 Sansome Street, San Francisco, CA 94104 ($45).

Pub Type— Books (010) — Collected Works - General (020) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF02/PC21 Plus Postage.

Descriptors—*Administrative Organization, Articulation (Education), Budgeting, *College Administration, College Instruction, *College Presidents, *Community Colleges, Educational Facilities Planning, Educational Finance, Faculty Evaluation, Governing Boards, Institutional Research, *Leadership, Personnel Policy, Resource Allocation, School Community Relationship, Student Personnel Services, Transfer Programs, Two Year Colleges

This collection of essays focuses on the administration of contemporary community colleges, including chapters describing the staffing and functioning of major offices and pertinent issues affecting each area of work. The 25 chapters of the book are: (1) "The Challenging Environment: Context, Concepts, and Crises," by Arthur M. Cohen and Florence B. Brawer; (2) "Understanding Administrative Work," by Estela Mara Bensimon; (3) "Leadership Strategies," by Richard C. Richardson, Jr., and Mimi Wolverton; (4) "Effective Presidential Leadership: Twelve Areas of Focus," by George B. Vaughan; (5) "The Governing Board," by William E. Piland; (6) "The Community College and the State," by James D. Tschechtelin; (7) "How Presidents Influence Public Policy," by Judith S. Eaton; (8) "Management Perspectives at the State Level," by Earl Hale; (9) "The President's Office," by Daniel F. Moriarty; (10) "Business and Financial Administration," by Albert L. Lorenzo; (11) "The Personnel Office," by Barbara E. Janzen; (12) "Instructional Programs," by Martha J. Kanter; (13) "Articulation and Transfer," by Trudy H. Bers; (14) "Community and Industry Programs," by Geneva Waddell; (15) "Student Services," by Charles R. Dassance; (16) "Institutional Research," by John Losak; (17) "Campus Planning and Construction," by Dan Angel and James Brader; (18) "Budgeting and Resource Allocation," by Michael H. Parsons; (19) "The Administrator's Role in Staff Management," by Edwin E. Vineyard; (20) "Faculty Evaluation and Personnel Appraisal," by Albert B. Smith and Jacquelyn A. Barber; (21) "Involving the Board in Personnel Management," by Hans A. Andrews; (22) "Managing Educational Operations," by Alfredo G. de los Santos, Jr., and Scott Finger; (23) "Building Relationships with the Community," by Billie Wright Dziech; (24) "Educational Planning and Assessment," by James C. Palmer; and (25) "Conclusion: The Future Context for Administration," by Cohen and Brawer. (AC)

ED 367 415 JC 940 186

Prager, Carolyn

Tech Prep/Associate Degree (TPAD) Academic Outcomes. ERIC Digest.

ERIC Clearinghouse for Community Colleges, Los Angeles, CA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-JC-94-01

Pub Date—Mar 94

Contract—RR93002003

Note—4p.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Articulation (Education), *College School Cooperation, Community Colleges, Educational Mobility, *Educational Needs, Institutional Cooperation, *Integrated Curriculum, *Liberal Arts, Outcomes of Education, Program Content, Program Development, Secondary Education, Two Year Colleges, Two Year College Students, *Vocational Education

Identifiers—*2 Plus 2 Tech Prep Associate Degrees, ERIC Digests

Tech prep was created to serve high school students in the two middle quartiles who neither prepare for further study nor gain adequate technical workplace skills by blending liberal and practical arts into a 2+2 secondary-postsecondary articulated curriculum leading to an associate degree. Tech prep is a cornerstone of the Carl D. Perkins Vocational and Technology Act Amendments of 1990, the first major federal initiative promoting comprehensive, sustained links between secondary and two-year college sectors. In addition, the American Association of Community and Junior Colleges (AACJC) has offered Tech Prep/Associate Degree (TPAD) Program Partnership Awards since 1990 to community colleges for the development of articulated curricula involving the colleges, local secondary schools, and employers. The optimal high school tech prep academic portion of the curriculum contains two years of principles of technology and/or another applied science, two years of applied math, and a course in applied communication. Although tracking the program's success has been difficult due to the recency of its creation, TPAD seems to be a win-win alternative to the college prep/baccalaureate degree course of study because it improves student academic performance, high school graduation rates, and college attendance at the associate degree level. As an unanticipated outgrowth of TPAD, some 2+2 tracks have evolved beyond the associate degree into articulated 2+2+2 programs culminating in a baccalaureate degree. (MAB)

ED 371 804 JC 940 407

Cohen, Arthur M., Ed.

Relating Curriculum and Transfer. New Directions for Community Colleges, Number 86, Summer 1994.

ERIC Clearinghouse for Community Colleges, Los Angeles, CA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ISBN-0-7879-9958-X; ISSN-0194-3081

Pub Date—94

Contract—RR93002003

Note—112p.

Available from—Jossey-Bass, Inc., Publishers, 350 Sansome Street, San Francisco, CA 94104-1342 ($15.95); subscription: $49 individuals; $72 institutions, agencies, and libraries).

Journal Cit—New Directions for Community Colleges; v22 n2 Sum 1994

Pub Type— Collected Works - Serials (022) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Academic Education, *Access to Education, *Articulation (Education), *College Curriculum, *College Transfer Students, Community Colleges, *Educational Mobility, Education Work Relationship, English (Second Language), Graduation Requirements, Higher Education, *Liberal Arts, Outcomes of Education, Two Year Colleges

Designed as a forum for the discussion of the community college curriculum and transfer function, this volume traces the scope of the curriculum, transfer rates, and the relationship between the two. The following 10 chapters are included: (1) "All Access Is Not Equal: The Need for Collegiate Education in Community Colleges," by Judith S. Eaton; (2) "An Overview of the Total Credit Curriculum," by Arthur M. Cohen and Jan M. Ignash, tracking trends in academic and non-liberal arts curricula; (3) "Stability and Change in the Liberal Arts Curriculum," by Barry VanderKelen; (4) "Graduation Requirements, General Education, and the Liberal Arts," by Charles R. Brinkman, IV, providing an analysis of curricular offerings and graduation requirements at 40 colleges; (5) "Compelling Numbers: English as a Second Language," by Jan M. Ignash, discussing the curricular implications of a rapidly growing English as a Second Language population; (6) "What Influences Community College Ethnic Studies Course Offerings?" by Susan Sean Swayze; (7) "Analyzing Community College Student Transfer Rates," by Arthur M. Cohen; (8) "Examining the Relationship Between the Liberal Arts, Course Levels, and Transfer Rates," by William B. Armstrong and Melissa Mellissinos; (9) "Curriculum and Minority Students," by Shannon M. Hirose; and (10) "Conclusion: The Future for Curriculum and Transfer," by Arthur M. Cohen. (MAB)

ED 371 807 JC 940 411

Alfano, Kathleen

Recent Strategies for Faculty Development. ERIC Digest.

ERIC Clearinghouse for Community Colleges, Los Angeles, CA.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-JC-94-02

Pub Date—Mar 94

Contract—RR93002003

Note—4p.

Pub Type— Reports - Descriptive (141) — Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Research, Community Colleges, *Faculty Development, *Inservice Teacher Education, *Professional Development, Program Descriptions, Teacher Effectiveness, *Teacher Improvement, Two Year Colleges

Identifiers—ERIC Digests

Faculty development programs encompass a wide range of activities and allow community college faculty to improve instructional material and delivery and keep the spark of creativity and enthusiasm alive under pressures from decreasing budgets and heavier workloads. A recent program at Borough of Manhattan Community College focused on student needs by combining faculty development, curricular reform, and counseling changes to reduce high attrition rates in minority populations. A long-term professional development collaboration between Cuyahoga Community College and Kent State University (KSU) has resulted in 70 staff members taking KSU courses, with 25 admitted to doctoral programs. Adjunct faculty at College of the Canyons (California) receive a stipend and a 10% salary increase for their completion of instructional skills and advanced teaching workshops. Many programs also incorporate classroom research allowing teachers to improve teaching through the use of feedback measures that assess what students are learning and make changes accordingly. Other development efforts include a teaching resource handbook developed by the Community College of Vermont, the infusion of "globally-oriented components" into courses in the Virginia Community College System, and Brevard Community College's Return to Industry program which allows faculty to update skills through summer projects at industry sites of their choice. (KP)

PS

ED 363 452 PS 021 961

Katz, Lilian G.

Distinctions between Self-Esteem and Narcissism: Implications for Practice. Perspectives from ERIC/EECE: A Monograph Series, No. 5.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Oct 93

Contract—RR97002007

Note—89p.

BEST COPY AVAILABLE

Available from—ERIC Clearinghouse on Elementary and Early Childhood Education, 805 West Pennsylvania Avenue, Urbana, IL 61801-4897 (Catalog No. 212, $10, plus $1.50 postage and handling).
Pub Type— Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Annotated Bibliographies, Childhood Attitudes, Early Childhood Education, Educational Objectives, *Educational Practices, Elementary Education, *Instructional Materials, *Self Concept, *Self Esteem, *Teaching Methods
Identifiers—ERIC, ERIC Clearinghouse on Elementary Early Child Educ, *Narcissism
The purpose of this essay is to explore contemporary early childhood educational practices related to self-esteem and to distinguish self-esteem from narcissism. After discussing practices and materials that are intended to foster self-esteem but may contribute to self-preoccupation, the essay examines some of the distinctions between self-esteem and narcissism and their relationship to child development, and discusses several factors to consider when developing appropriate practices to foster genuine self-esteem in children. Self-esteem cannot be achieved through direct instruction or exhortations to "feel good" about oneself. Teachers are more likely to foster healthy self-esteem when they help children cope with occasional negative feedback, frustration, and reverses. Children are likely to enhance their sense of self-confidence and self-worth when the learning environment provides a wide variety of activities and tasks, when they have opportunities to make meaningful decisions and choices, and when optimum challenge rather than quick and easy success is available. Contains 37 references, as well as an annotated bibliography of 47 documents and 40 journal articles available through the ERIC database that address self-esteem in children, adolescents, and young adults. General information about the ERIC system and the ERIC Clearinghouse on Elementary and Early Childhood Education is also included. (MDM)

ED 363 453 PS 021 962
Katz, Lilian G.
Helping Others with Their Teaching.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Oct 93
Contract—RR97002007
Note—29p.; Revised version of the chapter, "Helping Others with Their Teaching," in "More Talks with Teachers," by Lilian G. Katz, published in 1984 by ERIC/ECE.
Available from—ERIC Clearinghouse on Elementary and Early Childhood Education, 805 West Pennsylvania Avenue, Urbana, IL 61801-4897 (Catalog No. 213, $5, plus $1.50 postage and handling).
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Early Childhood Education, *Inservice Teacher Education, Instructional Materials, *Teacher Education, *Teacher Educator Education, *Teaching Methods, *Teaching Styles
Identifiers—ERIC, ERIC Clearinghouse on Elementary Early Child Educ
The purpose of this essay is to present some principles, assumptions, and techniques that might be useful for inservice teacher educators or prospective teachers. Teacher educators should try first of all to focus on teachers' understandings of situations in order to help make those understandings more appropriate, more accurate, deeper, and more finely differentiated than they had been before. Beyond this, they should focus on strengthening desirable dispositions, maintaining competencies already acquired, building long-term relationships, and providing moderate amounts of inspiration and encouragement so long as it is specifically related to the work setting. Inservice teacher educators should try to further the goals implied by these principles through certain general techniques; i.e., these educators need to: (1) maintain an optimum distance from the teachers they are instructing; (2) cultivate the habit of suspending judgment; (3) phrase suggestions in experimental form; (4) avoid the temptation to stop pattern behavior; (5) help teachers define their job so that its objectives are achievable; (6) serve as a neutralizer of conflicts; (7) use demonstrations of skills; (8) share their understanding of how teachers see them; and (9) resist the temptation to "use" or exploit teachers. General information about the ERIC system and the ERIC Clearinghouse on Elementary and Early Childhood Education is included. Contains 10 references. (MDM)

ED 363 454 PS 021 963
Katz, Lilian G.
Dispositions as Educational Goals. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-93-10
Pub Date—Sep 93
Contract—RR93002007
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Children, Curriculum Development, Definitions, Early Childhood Education, *Educational Objectives, Elementary Education, *Personality Traits, *Prosocial Behavior, *Teaching Methods
Identifiers—ERIC Digests
The purpose of this digest is to examine the meaning of the term "disposition" and to suggest the implications of dispositions for educational practice. A disposition is a tendency to exhibit frequently, consciously, and voluntarily a pattern of behavior that is directed to a broad goal. Dispositional considerations are important because: (1) acquisition of knowledge and skills does not guarantee that the knowledge and skills will be used and applied; (2) the instructional processes by which some knowledge and skills are acquired may themselves damage or undermine the disposition to use the knowledge and skills; (3) teachers need to support desirable dispositions and weaken undesirable dispositions; (4) there is thought to be an optimum amount of positive feedback for young children above which they may become preoccupied with their performance and the judgments of others rather than the task at hand; and (5) dispositions are less likely to be acquired through didactic processes than to be modeled by young children through exposure to people who exhibit them. Therefore, it seems timely to include dispositions among important outcomes of education. (MDM)

ED 365 468 PS 022 029
Blank, Helen
Using Federal Funds To Improve Child Care. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-94-1
Pub Date—Jan 94
Contract—RR93002007
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Certification, *Day Care, Early Childhood Education, *Educational Improvement, *Educational Quality, *Educational Supply, Individual Needs, Low Income Groups, National Surveys, Salaries, School Age Day Care, *State Programs, Statewide Planning
Identifiers—Caregiver Training, *Child Care and Development Block Grants, Child Care Needs, Childrens Defense Fund, ERIC Digests, Infant Care, Resource and Referral Service
New federal money for child care, flowing to the states as a result of the landmark 1990 child care legislation, titled the Child Care and Development Block Grant Act, has prompted states to make significant improvements in state child care programs and policies. Based on a national survey conducted in 1993 by the Children's Defense Fund (CDF), this digest reviews ways that states are using federal funds to invest in child care quality and supply. The digest focuses on eight areas of child care needs: (1) licensing and monitoring; (2) resource and referral services; (3) child care for infants, school-age children, and special needs children; (4) child care for low-income families; (5) comprehensive and enriched services; (6) training for providers; (7) salaries; and (8) statewide planning. The CDF report indicated that block grant money has been used by states to provide grants to providers to help them meet licensing requirements; to expand or improve programs for children with special needs; to raise reimbursement rates to low-income families; to supplement Head Start programs by enriching program services or extending program hours; to fund training for rural providers and pay for providers' coursework toward credentials or degrees; and to create advisory committees for implementing the block grant. Despite these gains, the need for child care assistance remains huge. Federal, state, and local governments must collaborate with the private sector, religious organizations, and volunteer groups to meet the child care needs of low-income families. (BC)

ED 365 477 PS 022 105
Cesarone, Bernard
Video Games and Children. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-94-3
Pub Date—Jan 94
Contract—RR93002007
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adolescents, *Aggression, *Antisocial Behavior, Children, Grade 7, Grade 8, Junior High Schools, Junior High School Students, Sex Differences, Sex Stereotypes, Television Viewing, *Video Games, *Violence
Identifiers—ERIC Digests, National Coalition on Television Violence
This digest examines data on video game use by children, explains ratings of video game violence, and reviews research on the effects of video games on children and adolescents. A recent study of seventh and eighth graders found that 65% of males and 57% of females played 1 to 6 hours of video games at home per week, and 38% of males and 16% of females played 1 to 2 hours of games per week at arcades. This study also found that, among five categories of video games, games that involved fantasy violence and sports games (many with violent themes) were most preferred by the students surveyed. Systems for rating the violent content of video games have been developed by the Sega and Nintendo companies, and by the National Coalition on Television Violence (NCTV). A 1989 survey of video games conducted by NCTV found that 71% of the games received 1 of 3 violent ratings. Contrary to early research, recent studies on the effects of video games on children have found connections between children's playing violent games and later aggressive behavior. A research review done by NCTV in 1990 found that 9 of 12 studies on the impact of violent games on children reported harmful effects. Some professionals speculate that performing violent acts in video games may be more conducive to children's aggression than passively watching violent acts on television. Another problem cited by critics of video games is that these games stress autonomous rather than cooperative action. Furthermore, children's attitudes toward gender roles may be influenced by video games, in which women are usually cast as persons who are acted upon, rather than as initiators of, action. Given the inconclusive nature of research, recommendations concerning video games must be conservative. (BC)

ED 365 478 PS 022 161
Schweinhart, Lawrence J.
Lasting Benefits of Preschool Programs. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-94-2
Pub Date—Jan 94
Contract—RR93002007
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, At Risk Persons, Crime, *Educational Benefits, Educational Quality, *Longitudinal Studies, *Preschool Education, Program Costs, Program Effectiveness, Wages, Welfare Services
Identifiers—Earning Potential, ERIC Digests
This digest reviews various longitudinal studies

that examined the long-term effects of programs that served young children living in poverty and at risk of school failure. Concerning program effects on school performance, all studies that collected data on children's intellectual performance found that their program groups had better intellectual performance than their no-program groups during the program and for a year or two thereafter. Results of various studies indicated that, compared to the no-program group, program group members were less likely to be placed in special education classes and to be retained in grade, and had higher high school graduation rates. Concerning the programs' effects on community behavior, one study found that, compared to the no-program group, program group members: (1) had fewer criminal arrests; (2) spent less time on probation; (3) reported higher monthly earnings; (4) were more likely to own a home and a second car; and (5) received less welfare assistance or other social services as adults. One study that analyzed the costs and benefits of a preschool program found significant returns to taxpayers from savings in later schooling costs, higher taxes paid by program participants because of their later higher earnings, savings in welfare assistance, and savings to the criminal justice system and to potential victims of crimes. These studies suggest that high-quality programs for young children produce long-term benefits because they empower young children to carry out their own learning activities; parents to work with teachers in supporting children's development; and teachers to engage in practices that support children and parents. (BC)

ED 368 509 PS 022 331
Katz, Lilian G.
The Project Approach. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-94-6
Pub Date—Apr 94
Contract—RR93002007
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Activity Units, *Curriculum Development, Early Childhood Education, Elementary Education, *Group Activities, *Learning Activities, Student Motivation, *Student Participation, *Teacher Student Relationship, Thematic Approach
Identifiers—ERIC Digests, *Project Approach (Katz and Chard)

A project is an in-depth investigation of a topic worth learning more about, usually undertaken by a group of children within a class. The goal of a project is to learn more about a topic rather than to find answers to questions posed by a teacher. Project work is complementary to the systematic parts of a curriculum. Whereas systematic instruction helps children acquire skills, addresses children's deficiencies, and stresses extrinsic motivation, project work provides opportunities to apply skills, addresses children's proficiencies, and stresses intrinsic motivation. Projects differ from themes, which are broad topics such as "seasons," and units, which consist of preplanned lessons and activities on particular topics. In themes and units, children usually have little role in specifying the questions to be answered as the work proceeds. This is not the case in projects. Activities engaged in during project work include drawing, writing, reading, recording observations, and interviewing experts. Projects can be implemented in three stages. In Phase 1, "Getting Started," the teacher and children select and refine the topic to be studied. Phase 2, "Field Work," consists of investigating, drawing, constructing models, recording, and exploring. Phase 3, "Culminating and Debriefing Events," includes preparing and presenting reports of results. These characteristics of projects are exemplified in a project in which kindergartners collected 31 different types of balls. After collecting the balls, the class examined various characteristics of the balls, such as shape, surface texture, circumference, composition, weight, resistance, and use. This project involved children in a variety of tasks and gave children the opportunity to learn a new vocabulary as their knowledge of a familiar object deepened. (BC)

ED 369 576 PS 022 461
Kim, Sonja de Groot
Resource Rooms for Children: An Innovative Curricular Tool. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-94-5
Pub Date—Jun 94
Contract—RR93002007
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Classroom Design, Classroom Environment, Cooperation, Early Childhood Education, *Educational Resources, Instructional Materials, *Learning Activities, Parent School Relationship, *Play, *Preschool Children, Preschool Teachers, Pretend Play, Student Centered Curriculum, Teacher Role, *Teacher Student Relationship
Identifiers—ERIC Digests

A resource area in an early childhood classroom can foster children's learning by providing them with opportunities to use a wide variety of materials in a wide range of contexts. This digest offers suggestions concerning resource rooms in early childhood classrooms and discusses issues relevant to children's play. Many classroom areas can be converted into a resource space. For example, pine shelving can be installed in a walk-in closet to hold props. Wooden fruit boxes and cardboard boxes from grocery stores can be used as storage containers. Items discarded by stores and items brought in by parents can be used as props. Once the resource room is set up, children can use the items in it for exploratory play. The items in the resource room may spark their imagination, leading to elaborate construction plans and complex play behavior. The teacher's role in such an environment is that of a facilitator who collaborates with the children in determining the curriculum. In this collaboration, teachers do not try to prevent children from making errors. Instead, children are allowed to use problem-solving approaches to correct their errors and stimulate their thinking skills. Children's ability to pretend, which plays a part in learning to read and do mathematics, is also developed during play. The use of a resource room or area fosters collaboration among the children, and this collaboration helps the children develop confidence in their abilities and skills. (BC)

ED 369 577 PS 022 491
Feng, Jianhua
Asian-American Children: What Teachers Should Know. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-94-4
Pub Date—Jun 94
Contract—RR93002007
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, *Asian Americans, Confucianism, Cultural Awareness, *Cultural Differences, Cultural Influences, *Cultural Traits, Elementary School Students, Elementary Secondary Education, Ethnic Stereotypes, Family School Relationship, Limited English Speaking, *Parent Student Relationship, Secondary School Students, Teacher Role, *Teacher Student Relationship
Identifiers—ERIC Digests

This digest provides information to help teachers gain a better understanding of Asian-American children, particularly those from East and Southeast Asian cultures, and identify culturally appropriate educational practices to use with these children. Asian-Americans represent more than 29 distinct subgroups who differ in language, religion, and customs. In addition to these between-group differences, diversity exists within national groups and among individuals. Nevertheless, Asian-Americans are generally stereotyped as successful and high-achieving minorities. The "whiz kid" image of Asian-American students that is described in popular and professional literature is a misleading stereotype that masks individuality and conceals real problems. In reality, for many Asian-American students, the challenge of American schooling can be overwhelming. Some students have learning difficulties and some lack motivation, proficiency in English, or financial resources. Teachers can better understand their Asian-American students by understanding how some general cultural characteristics of Asian cultures impact their students' experience of American schooling. For example, Asian-American children may be confused by the informality that exists between teachers and students in America, and may feel considerable distress if attention is drawn to themselves in class. When developing curriculum and instruction that is culturally sensitive and methodologically adaptable to the needs of Asian-American students, teachers should: (1) familiarize themselves with the values and customs of their students' cultures; (2) learn a few words of their students' native languages; (3) base academic expectations on individual ability rather than on stereotypes; (4) use peer teaching; (5) utilize students' natural support system, including family, friends, and the community; and (6) encourage Asian parents to work with one another. (BC)

ED 369 578 PS 022 492
Wallach, Lorraine B.
Violence and Young Children's Development. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-94-7
Pub Date—Jun 94
Contract—RR93002007
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Child Development, Childhood Attitudes, Child Rearing, *Community Problems, Early Childhood Education, Elementary Education, *Elementary School Students, Family Environment, Interpersonal Competence, Parent Child Relationship, *Preschool Children, Victims of Crime, *Violence
Identifiers—*Child Safety, ERIC Digests, *Resilience (Personality)

This digest examines the developmental consequences for children who are the victims of or witnesses to family and community violence. A baby's ability to trust depends upon the family's ability to provide consistent caregiving, which is compromised when the infant's family lives in a community racked by violence. When they reach toddlerhood, children need to practice skills such as jumping and climbing. However, children who live in violence-ridden communities are often confined to indoor quarters that hamper their activities. When they reach the preschool years, young children may not be able to venture outside the family because they are prevented from going out to play. During the school years, community and family violence takes a high toll on children's development. Children whose energies are drained through worry about violence have difficulty learning in school, and the cognitive functioning of children traumatized by violence can be compromised. Children who have been mistreated may have trouble getting along with others, and children whose only role models use physical force to solve problems may be unable to learn nonaggressive ways of social interaction. Children who live with violence may repress feelings, have difficulty seeing themselves in meaningful roles, feel helpless, and regress to an earlier stage of development. Children's ability to cope with violence is influenced by their temperament and by their parents' abilities to withstand the stresses of poverty and violence. School and day care staff can help children deal with the consequences of violence by offering them alternative perceptions of themselves and teaching them skills for getting along in the world. (BC)

ED 369 579 PS 022 493
Children's Nutrition and Learning. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-94-8
Pub Date—Jun 94
Contract—RR93002007
Note—3p.
Pub Type— Information Analyses - ERIC Informa-

BEST COPY AVAILABLE

tion Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Anemia, Birth Weight, *Children, Cognitive Ability, Early Childhood Education, *Eating Habits, Elementary Education, Food, *Hunger, *Learning, Literature Reviews, *Nutrition, *Nutrition Instruction, Poverty
Identifiers—ERIC Digests, Special Supplemen Food Program Women Infants Child

This digest reviews research on the link between children's nutrition and their ability to learn from the prenatal through school years. It also discusses the importance of nutrition education for children. The need for adequate nutrition during pregnancy and the preschool years is highlighted by research that indicates that low birthweight children are more likely than other infants to have learning problems and require special education services; and that children whose mothers had participated in the Special Supplemental Food Program for Women, Infants and Children (WIC) scored higher on vocabulary tests than children whose mothers had not received WIC benefits. During the school years, anemic children tend to do poorly on vocabulary and reading tests; and hunger, skipping breakfast, and poor nutrition have a negative impact on students' cognitive performance. Poor nutrition among American children is due in part to poor eating habits, which include overeating, skipping breakfast, and using unsafe dieting methods, and, in part, to poverty. Children's nutrition habits are affected by the messages they receive from television and food packaging about foods high in sugar, salt, or fat. These messages can be countered by nutrition education in school, which is most effective when it delivered in the context of a comprehensive health education program. To foster children's knowledge of nutrition, schools can coordinate nutrition education with cafeteria meals, provide materials for parents about nutrition, and offer only nutritious foods at school; dietitians can speak to students about good nutrition; and parents can set a good example by eating healthfully, letting their children prepare meals, and exposing their children to new foods. (BC)

ED 369 580 PS 022 494
Nutrition Programs for Children. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-94-9
Pub Date—Jun 94
Contract—RR93002007
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cognitive Ability, *Federal Programs, Low Income Groups, *Nutrition, *Nutrition Instruction, Program Descriptions
Identifiers—Child and Adult Care Food Program, Department of Agriculture, ERIC Digests, Expanded Food and Nutrition Education Program, Food and Nutrition Service, Food Stamp Program, Nutrition Education Training Program, *Participation Rates, School Breakfast Program, School Lunch Program, Special Supplemen Food Program Women Infants Child, Summer Food Service Program

Despite recognition of the importance of good nutrition for children's cognitive development, many children in America are poorly nourished. This digest reviews programs designed to address this problem and suggests ways to improve child nutrition and school meal programs. Federal programs administered by the Food and Nutrition Service of the United States Department of Agriculture include the: (1) Special Supplemental Food Program for Women, Infants and Children, which provides food and nutrition education to eligible women, and children up to age 5; (2) Child and Adult Care Food Program, which provides nutritious meals for children to age 12 and the elderly; (3) National School Lunch Program and School Breakfast Program, which provide school meals, most at reduced or no cost; (4) Summer Food Service Program for Children, which provides meals to children from low-income families when school is not in session; and (5) Nutrition Education and Training program, which provides nutrition education to teachers and school food service personnel. Other federal programs are the USDA's Food Stamp Program and the Expanded Food and Nutrition Education Program, which teaches food and nutrition information and skills to families with limited resources. The National Food Service Management Institute serves as a resource center for child nutrition programs. Other national initiatives include projects undertaken or curriculum materials produced by the American School Food Service Association, the American Cancer Society, and the National Dairy Council. The administrative burdens of some nutrition programs can be reduced through the implementation of a universal school meal program. School personnel, parents, and dietitians can encourage children's participation in nutrition programs. (BC)

ED 369 581 PS 022 495
Diamond, Karen E. And Others
Integrating Children with Disabilities into Preschool. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-94-10
Pub Date—Jun 94
Contract—RR93002007
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Disabilities, Interpersonal Competence, Learning Activities, Literature Reviews, Mainstreaming, Play, *Preschool Children, *Preschool Education, Program Administration, *Social Development, Special Education, Student Centered Curriculum, Teacher Student Relationship, *Teaching Methods
Identifiers—*Activity Based Curriculum, ERIC Digests, Inclusive Educational Programs

This digest examines research on preschool programs that include children with and without disabilities. Recent research suggests that children with disabilities are able to take advantage of experiences that promote typical development. One study found that children with disabilities enrolled in integrated programs demonstrated higher levels of social play and more appropriate social interactions than children in self-contained special education preschool classes. Some research suggests that it is the type of learning experiences rather than the type of classroom setting (integrated or segregated) that fosters learning. Children with disabilities are more likely to initiate play activities and communications with peers in settings that use a child-centered rather than a teacher-directed approach. Integrated programs are also beneficial to children without disabilities. Some studies show that such children make developmental gains equivalent to their peers in nonintegrated programs, and that parents and teachers report that such children display less prejudice than their peers in nonintegrated programs. Successful integrated programs are characterized by an administrative emphasis on diversity. Successful programs also use naturalistic teaching approaches, through which intervention is provided within the context of naturally occurring activities. Activity-based intervention is one naturalistic teaching approach, the goal of which is to develop children's functional and generalizable skills. The task now before the early childhood community is to find ways of providing integrated education that is respectful of the needs of individual children, parents, and teachers. (BC)

ED 372 874 PS 022 795
Wheeler, Edyth J.
Peer Conflicts in the Classroom. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-94-13
Pub Date—Sep 94
Contract—RR93002007
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Age Differences, Classroom Environment, *Conflict, *Conflict Resolution, *Peer Relationship, Play, Sex Differences, *Social Development, *Teacher Student Relationship, Verbal Ability, *Young Children
Identifiers—Adult Child Relationship, ERIC Digests

Recent theory and research suggest that peer conflict contributes to children's development and represents an important form of social interaction. Research has identified structural features of children's conflict as issues, such as control of objects or physical space; strategies, including aggressive and nonaggressive physical and verbal tactics; and outcomes, such as an unresolved situation, an adult-imposed solution, one child's submission to another, or a mutually agreed-upon solution. Studies of children's conflicts indicate that age makes a difference in conflict resolution; the role of gender, however, is not as clear. Children's conflicts during play are influenced by the play setting, the children's prior relationships, and the presence of adults. Disputes are more likely to occur in closed than open play areas, children who were playing together before a conflict are more likely to resolve the conflict than children who were not playing together, and children more often generate their own solutions to conflicts when an adult is absent than when an adult is present. Implications for teachers and parents can be drawn from the research on children's conflicts. Teachers should: (1) be aware of children's intentions in an apparent conflict; (2) let children who are verbally competent try to resolve their conflict themselves; (3) note whether children were playing together before the conflict; (4) make play spaces accessible and provide ample play materials; and (5) help children, in conflicts characterized by physical strategies, to find words to use to express their feelings. (BC)

ED 372 875 PS 022 854
Katz, Lilian G.
Assessing the Development of Preschoolers. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-94-15
Pub Date—Oct 94
Contract—RR93002007
Note—3p.
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Affection, *Child Development, Childhood Interests, Curiosity, Eating Habits, *Evaluation Criteria, Friendship, Play, *Preschool Children, Sleep
Identifiers—Authority, *Developmental Assessment, Emotional Expression, ERIC Digests, Toilet Training

To help parents address those aspects of their child's development which may need special encouragement, support, or intervention, this digest delineates 11 categories of behavior for assessment. Parents should not be alarmed if their children are having difficulty in only a few categories, and they should not judge their children's permanent behavior based on 1 day's observation. The categories are: (1) sleeping habits; (2) eating habits; (3) toilet habits; (4) range of emotions; (5) friendship; (6) variations in play; (7) responses to authority; (8) curiosity; (9) interest; (10) spontaneous affection; and (11) enjoyment of the "good things in life." Concerning these categories, parents should ask whether their child usually falls asleep easily and wakes up rested; eats with appetite; has bowel and bladder control, especially during the day; shows the capacity for a range of emotions over a period of time; initiates and maintains satisfying relationships with peers; varies his or her play and adds different elements to the play; accepts adult authority; exhibits curiosity and adventure; becomes absorbed and interested in something outside him- or herself; expresses spontaneous affection for caregivers; and enjoys the pleasures of childhood. The first 3 of the 11 categories are particularly sensitive indicators of children's well-being because the child has control of them. The other criteria are more culture-bound. When children are having problems with some of these areas of development, they can sometimes be helped when adults simply spend more time with them, or when the children's daily routines are simplified. (BC)

RC

ED 372 897 RC 019 728
Howley, Craig
The Academic Effectiveness of Small-Scale Schooling (An Update). ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-94-1
Pub Date—Jun 94
Contract—RR93002012
Note—4p.
Available from—ERIC/CRESS, P.O. Box 1348, Charleston, WV 25325-1348 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, *Disadvantaged, Dropout Rate, Educational Attainment, Educational Change, Elementary Secondary Education, *High Schools, *School Size, *Small Schools, Student Participation
Identifiers—ERIC Digests, Sense of Community
Research generally points to a negative relationship between school or district size and student achievement. When all else is held equal (particularly community or individual socioeconomic status), comparisons of schools and districts based on differences in enrollment generally favor smaller units. A recent study found that small elementary schools benefitted disadvantaged students most (by weakening the negative influence of background characteristics). A study of higher-order thinking skills found no significant differences in the performance of students in small rural high schools and those in larger high schools in more urbanized areas. Small school size is also associated with lower high school dropout rates. In spite of the apparent benefits of small school size for adolescents, policymakers still employ a powerful rationale to justify the continued creation of larger high schools. The charge is made that small high schools cannot provide a curriculum with adequate breadth and depth to meet students' diverse needs. Yet evidence suggests that a total enrollment of 400 students is actually sufficient to allow a high school to provide an adequate curriculum. In addition, research on grade-span configuration shows that eighth-grade students achieve best in an elementary K-8 setting. If restructuring truly is an aim of school reform, then the scale of schooling is a major structural issue. Making the institution of schooling more responsive to students may require a shift in metaphor from school as organization, where bureaucratic thinking inhibits true learning, to school as community, where learning is "nurtured" or "cultivated." (KS)

ED 372 898 RC 019 729
Butterfield, Robin A.
Blueprints for Indian Education: Improving Mainstream Schooling. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-94-2
Pub Date—Jun 94
Contract—RR93002012
Note—4p.
Available from—ERIC/CRESS, P.O. Box 1348, Charleston, WV 25325-1348 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Alaska Natives, *American Indian Education, American Indians, *Cognitive Style, Cross Cultural Training, Cultural Differences, Educational Change, Elementary Secondary Education, Higher Education, *Multicultural Education, *Parent Participation, Public Schools, *Student Evaluation, Teacher Attitudes, *Teacher Education
Identifiers—Culturally Relevant Curriculum, ERIC Digests, *Indian Nations At Risk Task Force, White House Conference on Indian Education
The Indian Nations At Risk Task Force and the White House Conference on Indian Education suggested systemic reforms that would improve the education of Native students who attend public schools. These reforms focus on fostering intercultural harmony in schools, improving teacher preparation, developing instructional curricula and strategies that support diverse cultural needs and learning styles, including American Indian and Alaska Native (AI/AN) parents in the education process, and adopting a new paradigm for evaluation of AI/AN student progress and success. Proven practices that establish intercultural harmony in schools include developing positive self-regard in students; increasing intergroup contact under specified conditions; introducing in-depth multicultural activities at an early age; and engaging in activities that replace inaccurate information, negative attitudes, and discriminatory behavior. Non-Native educators need in-depth, sustained multicultural training to prepare for teaching culturally diverse student populations. A culturally relevant curriculum takes into account the interests and needs of AI/AN students and their learning strengths for visual, perceptual, and spatial information. Schools must make special efforts to include AI/AN parents, as this often improves student attitudes as well as achievement and behavior. Finally, more authentic indicators of learning, such as criterion-referenced tests or portfolios of student progress, are needed to measure AI/AN educational progress. (KS)

ED 372 899 RC 019 730
Demmert, William
Blueprints for Indian Education: Languages and Cultures. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-94-3
Pub Date—Aug 94
Contract—RR93002012
Note—4p.
Available from—ERIC/CRESS, P.O. Box 1348, Charleston, WV 25325-1348 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Alaska Natives, American Indian Culture, *American Indian Education, *American Indian Languages, *Cultural Maintenance, *Curriculum Problems, Elementary Secondary Education, *Language Maintenance, *Native Language Instruction, Personal Narratives
Identifiers—ERIC Digests, Indian Nations At Risk Task Force, White House Conference on Indian Education
Reports from the Indian Nations At Risk Task Force and the White House Conference on Indian Education identify as a national priority the need to retain American Indian and Alaska Native languages both as central elements in Native cultures and as national resources. A personal narrative of an Alaska Native man who grew up in the 1930s shows the importance of his native language to his cultural upbringing, and the gradual decline of native language use across the generations of his family. A contributing factor to generational language loss was the efforts of American schools to assimilate Native children, which included punishing children for speaking their traditional language. Recent findings show that learning languages in addition to English can enhance academic performance and that developing a strong language and cultural base is strongly and positively related to high academic achievement. The conclusion reached by the Task Force and White House Conference is clear: parents, tribes, schools, and governments all have a responsibility to promote the continued use of Native languages for academic and cultural reasons. Eight recommendations for systemic change made by the conference committee responsible for language and cultural issues are listed. (KS)

ED 372 903 RC 019 745
Flores, Judith LeBlanc
Facilitating Postsecondary Outcomes for Mexican Americans. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-94-4
Pub Date—Sep 94
Contract—RR93002012
Note—4p.
Available from—ERIC/CRESS, P.O. Box 1348, Charleston, WV 25325-1348 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Persistence, College Bound Students, *College Preparation, *College Students, Educational Attainment, *Educational Strategies, Higher Education, High Schools, Hispanic Americans, *Mexican American Education, Sex Differences, Student Attrition
Identifiers—Culturally Responsive Education, ERIC Digests, *Student Support Services
This digest addresses factors that may influence college completion and academic success for Hispanic students, particularly Mexican American students, enrolled in community college and four-year institutions. Recent research suggests that institutional practices in high schools have much to do with the low postsecondary participation rates of minority group students. Several innovative projects to counter such influences include community-based group tutorials and "untracking" of low- and high-achieving students. A number of barriers and problems reduce Hispanic rates of transfer from two- to four-year institutions and of four-year college completion. Suggestions to help students overcome alienation and other problems include support systems, guidance and counseling, minority group organizations and cultural centers, high involvement in both social and academic life, and favorable relationships with faculty and advisers. Other related issues are the importance of financial aid for Hispanic students, the higher educational attainment of Hispanic women versus Hispanic men, the benefits of Hispanic cultural elements and Spanish-language materials in the college curriculum, and research needs. (Contains 20 references.) (SV)

ED 372 904 RC 019 746
Finley, Mary
Cultivating Resilience: An Overview for Rural Educators and Parents. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-94-5
Pub Date—Oct 94
Contract—RR93002012
Note—4p.
Available from—ERIC/CRESS, P.O. Box 1348, Charleston, WV 25325-1348 (free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Agency Cooperation, Community Role, *Educational Strategies, Elementary Secondary Education, *High Risk Students, Mentors, *Rural Education, *School Community Relationship, *Social Support Groups, Student School Relationship
Identifiers—ERIC Digests, *Resilience (Personality)
Resilience is a quality that characterizes children who, though exposed to significant stress and adversity in their lives, do not succumb to the school and life failures predicted for them. Recent research suggests ways that schools and communities can protect children from the threats that confront individuals and families. This digest interprets such findings for application in rural areas. The notion that schools and communities can nurture students' resilience and competence constitutes a radical shift away from the concept of "at risk" and its negative implications. Key protective factors found in families, schools, and communities include caring, supportive relationships; high expectations; and opportunities for social participation. Protective factors help develop resilient children who exhibit social competence, problem-solving skills, and a clear sense of personal autonomy and purpose. Because of their comparatively greater social capital, rural communities may have a head start on developing local efforts to nurture resilience. The development of such efforts includes several elements: (1) assessing local threats and setting priorities; (2) assessing and enhancing existing support systems; (3) promoting and celebrating mentoring relationships between children and adults; and (4) collaborating across agency and institutional boundaries. Resources on resilience, mentoring, and service learning, in the literature and on the Internet, are recommended. (Contains 15 references.) (SV)

ED 372 905 RC 019 772
Bermudez, Andrea B.
Doing Our Homework: How Schools Can Engage Hispanic Communities.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-1-880785-11-0
Pub Date—94
Contract—RR93002012
Note—96p.
Available from—ERIC/CRESS, P.O. Box 1348, Charleston, WV 25325-1348 ($12).
Pub Type— Books (010) — Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Community Support, *Educational Cooperation, Elementary Secondary Education, Higher Education, *Hispanic Americans, *Inservice Teacher Education, Limited English Speaking, Models, *Parent Education, *Parent Participation, Parents as Teachers, *Parent School Relationship, Parent Student Relationship
Identifiers—Language Minorities, Parent Empowerment
Recognizing the failure of American schools to educate Hispanic and other minority students, educators are searching for new strategies and discovering the powerful role that parents can play in advancing educational goals. A growing body of evidence supports the belief that involving parents in their children's education works in the best interests of students, schools, and parents themselves. However, despite recent legislative support, few schools are involving parents in meaningful ways. Barriers that block collaboration between Hispanic parents and school personnel include work interference, low parent self-confidence, limited English proficiency, cultural differences, and teacher and administrator attitudes. Parent involvement encompasses a variety of patterns focused on home, school, or community. Successful school interventions to promote parent involvement include strategies that are social, informational, educational, supportive of the home, or leadership oriented. Appropriate training helps both teachers and parents establish an effective home-school communication network. Such programs train teachers to train parents and to learn from parents, and provide parents with an awareness of school practices and resources and the skills to support student learning at home. A successful four-way collaboration among Hispanic parents, university trainers, local businesses, and school district personnel is described that demonstrates ways to promote community support. An appendix outlines a model of integrated parent and teacher training within an inservice curriculum. Contains 129 references. (SV)

SE

ED 372 923 SE 054 187
Schafer, Larry E., Ed.
Behind the Methods Class Door: Educating Elementary and Middle School Science Teachers. Association for the Education of Teachers in Science (AETS) Yearbook.
Association for the Education of Teachers in Science.; ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Mar 94
Contract—RR93002013
Note—259p.
Available from—ERIC Clearinghouse for Science, Mathematics and Environmental Education, 1929 Kenny Road, Columbus, Ohio 43210-1080 ($19.90).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors—Action Research, Constructivism (Learning), Cooperative Learning, Elementary Education, *Elementary School Science, Higher Education, Interdisciplinary Approach, Junior High Schools, Learning Processes, Lesson Plans, *Methods Courses, Middle Schools, Misconceptions, *Preservice Teacher Education, Questioning Techniques, Science Activities, Science Curriculum, *Science Instruction, *Science Teachers, Teaching Methods
Identifiers—Authentic Assessment, Learning Cycle Teaching Method
This book describes methods used in the education of science teachers. Chapters in the book and authors are as follows: (1) "Teaching Elementary Teachers How to Use the Learning Cycle for Guided Instruction in Science" (John Staver and Gail Shroyer); (2) "Helping Preservice Teachers Master Authentic Assessment for the Learning Cycle Model" (Nancy Murphy) (3) "Teaching Science 'Backwards': Changing a Preservice Teachers' Conceptions about Planning Using a Learning Cycle Model" (Suzanne Weber); (4) "The Process of Planning for Science Learning" (James Lubbers); (5) "Helping Teachers Integrate Science Across the Curriculum Using the Learning Cycle" (Ann Cavallo and Larry Schafer); (6) "Integrating Science into the Curriculum Through Narrative" (Michael Jaeger and Carol Lauritzen); (7) "Introducing Elementary Teachers to Thematic Science Instruction" (Patricia Keig); (8) "Helping Science Teachers Develop Effective Classroom Groups" (Nanette Eklund); (9) "Using the Learning Cycle to Introduce Cooperative Learning" (Alan Colburn); (10) "Constructing Concepts of Constructivism with Elementary Teachers" (John Staver); (11) "Eliciting Preservice Elementary Teachers' Beliefs About Science Teaching and Learning" (Sheila Jasalavich and Larry Schafer); (12) "Helping Middle School Pre-Service Teachers to Address Students' Alternative Conceptions" (Saouma BouJaoude); (13) "Increasing Student Curiosity, Persistence, and Critical Thinking During Science Activities" (John Bath); (14) "Having Elementary Preservice Teachers Experience Science as a Way of Knowing" (Paul Jablon); (15) "An Analogical Technique for Teaching Question-Asking Skills to Science Teachers" (Roger Norris); (16) "Teaching Teachers to Use Operational Questions" (Frank Misiti, Jr.); (17) "Authentic Dialogue" (Michael Kamen); (18) "A Performance Based Approach to Preparing Elementary Science Teachers" (Thom Votaw); (19) "The Science Activity Filter: Guidelines for Improving the Selection of Science Activities" (Peter Rillero, Erica Brownstein, and Betsy Feldkamp-Kemp); (20) "Educating Science Teachers Through Action Research" (Dale Merkle); and (21) "A Celebration of Learning" (Ronald Bonnstetter). (PR)

ED 372 926 SE 054 205
Haury, David L. Rillero, Peter
Perspectives of Hands-On Science Teaching.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Mar 94
Contract—RI88062006
Note—151p.
Available from—ERIC Clearinghouse for Science, Mathematics and Environmental Education, 1929 Kenny Road, Columbus, Ohio ($12.90).
Pub Type— Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071) — Books (010)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Elementary Education, Elementary School Science, Experiential Learning, Junior High Schools, Literature Reviews, *Manipulative Materials, Middle Schools, Process Education, *Science Activities, Science Education History, Science Equipment, *Science Instruction, Science Materials, Small Group Instruction, *Student Evaluation, Teacher Education
Identifiers—*Hands on Science
This book presents answers to frequently asked questions about hands-on approaches to science teaching and learning. The questions were formulated by speaking with teachers and teacher educators. Variations of the questions are frequently asked by both experienced and novice teachers. A wide range of answers are presented in a triangulated approach. The first perspective for each question is the teacher's response, the second perspective, the responses of hands-on science developers, and the third perspective comes from a review of the literature in science education that incorporates findings, conclusions, assertions, and recommendations that seem to respond in spirit to the questions posed. The chapters in this book include: (1) What is hands-on learning, and is it just a fad? (2) What are the benefits of hands-on learning? How do I justify a hands-on approach? (3) How does a hands-on science approach fit into a textbook-centered science program? (4) How can practicing teachers gain experience with hands-on methods? (5) Where do I find resources to develop hands-on activities? (6) How is hands-on learning evaluated? (7) What are some strategies for helping students work in groups? (8) How does or should the use of hands-on materials vary with age? (9) Hands-on science can be expensive. How do I get materials and equipment? and (10) Where do you keep materials and equipment once you get them? Three appendixes include: (1) a list of acronyms; (2) an annotated bibliography of selected materials that support an activity-based approach to science teaching (curriculum guides, supplementary materials, program frameworks, and planning resources); and (3) an ERIC Digest "Assessing Student Performance in Science." (Contains more than 125 references.) (PR)

ED 372 951 SE 054 513
Jorgensen, Margaret
Assessing Habits of Mind. Performance-Based Assessment in Science and Mathematics.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—May 94
Contract—RI88062006
Note—109p.
Available from—ERIC/CSMEE, The Ohio State University, 1929 Kenny Road, Columbus, OH 43210-1080.
Pub Type— Reports - Research (143) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Competency Based Education, Elementary Secondary Education, *Mathematics Instruction, *Portfolios (Background Materials), *Science Instruction, *Student Evaluation
Identifiers—*Performance Based Evaluation
To improve education, educators and policymakers must acknowledge the fact that often what happens in the classroom is governed by achievement tests, college entrance examinations, and other standardized tests. It is for this reason that many have begun to look at methods of assessment when considering the improvement of education. This document presents a discussion of performance based assessment. This method of assessment requires that students complete, demonstrate, or perform the actual behavior of interest. It is noted that the textbook is not to be used as a guide in creating high-stakes assessments for use in promotion/retention, program evaluation, or teacher evaluation; instead it is to be used as a tool for teachers to improve their classroom instruction. The book contains the following chapters: (1) "How Will This Book Help?"; (2) "What Is Performance-Based Assessment?"; (3) "Why Use Performance-Based Assessment in the Classroom?"; (4) "How Can Performance-Based Assessment Really Work?"; (5) "How Can Scoring Guides (Rubrics) Communicate Complex Information?"; (6) "How Can Teachers Be Informed Consumers?"; and (7) "What Are the Critical Questions About Performance-Based Assessment?" Also included is a brief guide to ERIC. (Contains 54 references.) (ZWH)

ED 372 952 SE 054 564
Rillero, Peter
Doing Science with Your Children. ERIC/CSMEE Digest.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SE-94-1
Pub Date—Jun 94
Contract—RR93002013
Note—3p.
Available from—ERIC/CSMEE, The Ohio State University, 1929 Kenny Road, Columbus, OH 43210-1080.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Concept Formation, Discussion (Teaching Technique), Educational Environment, *Educational Media, Educational Resources, Elementary Secondary Education, Family Involvement, Home Instruction, Instructional Materials, *Parent Materials, *Parent Participation, *Parents as Teachers, Parent Student Relationship, Science Education, *Science Materials, *Science

Process Skills, Toys
Identifiers—Attitudes Toward Science, ERIC Digests, *Hands on Science
Skills in science (observing, inferring, measuring, communicating, classifying, predicting, controlling variables, interpreting data, and developing models) are not just essential for careers in science, but they are important for almost any career, as well as in daily life. This digest presents information on how parents can help develop their children's science skills and attitudes. The advice given is useful to parents of children of all ages. The topics of this digest include the following: (1) The Meaning of Science, (2) When Should Science Instruction Begin? (3) Science around the Home and Community (e.g., introduce children to stimulating environments, provide hands-on experiences, share science interests, etc.), and (4) Science Connections Home and School. The resource list contains: Sources of Science Activities; Reading, Computer Video, and TV Resources in Science; and Information on Parental Involvement. (Contains 27 references.) (PR)

ED 372 956 SE 054 667
Rillero, Peter
Science Education Resources for Families. Science Education Resources. An Annotated Bibliography.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jul 94
Contract—RR93002013
Note—9p.
Available from—ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 1929 Kenny Road, Columbus, OH 43210-1080.
Pub Type— Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Annotated Bibliographies, Educational Change, *Educational Resources, Elementary Secondary Education, *Family Involvement, Home Study, Parents as Teachers, Parent Student Relationship, Science Activities, *Science Careers, *Science Education, *Science Fairs
Science is everywhere and should be learned inside as well as outside of the science classroom. This document provides a list of science resources to help parents bring the scientist out in their child. The article includes information on the following topics: (1) Sources of Science Activities; (2) Reading, Television, and Video Resources in Science; (3) Computer Resources; (4) Programs and Information on Parental Involvement; (5) Curricular Reform in Science Education; (6) Science Fair Resources; and (7) Careers in Science. (ZWH)

ED 372 966 SE 054 808
Thomson, Barbara S. Diem, Jason J.
Fruit Bats, Cats, and Naked Mole Rats: Lifelong Learning at the Zoo. ERIC/CSMEE Digest.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SE-94-2
Pub Date—Sep 94
Contract—RR93002013
Note—4p.
Available from—ERIC/CSMEE, 1929 Kenny Road, Columbus, OH 43210-1080 (Free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cognitive Style, *Conceptual Tempo, *Educational Environment, Elementary Secondary Education, Environmental Education, *Learning Modalities, *Lifelong Learning, Perceptual Motor Learning, Science Education, Teaching Methods, *Zoos
Identifiers—ERIC Digests, *Informal Learning
An informal study found that zoo visitors want to know not just the name, weight, and age of animals in a collection, but also about diet, reproduction, life span, and behavioral characteristics. What kinds of learning opportunities, beyond enhanced signage, can be offered to the sophisticated new breed of visitors in zoos, aquariums, and nature parks? This digest focuses on how learners process information and how professional staff and visitors can promote learning at the zoo. Discussion includes: informal learning environments, learning styles, implications for informal learning environments, and reflection as a retrieval strategy. (Contains 13 references.) (MKR)

ED 372 967 SE 054 809
Hartog, Martin D. Brosnan, Patricia A.
Doing Mathematics with Your Child. ERIC/CSMEE Digest.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SE-94-3
Pub Date—Sep 94
Contract—RR93002013
Note—4p.
Available from—ERIC Clearinghouse for Science, Mathematics, and Environmental Education, 1929 Kenny Road, Columbus, OH 43210-1080 (Free).
Pub Type— Reference Materials - Bibliographies (131) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, Mathematics Achievement, *Mathematics Instruction, *Parents as Teachers, *Parent Student Relationship, *Parent Teacher Cooperation, *Resource Materials
Identifiers—ERIC Digests, Family Math
Parents have the wonderful opportunity and responsibility for nurturing children. This digest presents resources that will enable parents to fulfill their responsibility for developing their children's abilities to do mathematics, while at the same time encouraging more positive attitudes towards mathematics. The resources are divided into three areas: (1) activities initiated in the home, (2) activities initiated at school, and (3) special curriculum development projects that promote parent involvement. (Includes 22 references.) (MKR)

ED 372 968 SE 054 908
Heimlich, Joe E.
Using the Child's Environment To Teach at Home and School. ERIC/CSMEE Digest.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SE-94-4
Pub Date—Sep 94
Contract—RR93002013
Note—4p.
Available from—ERIC/CSMEE, 1929 Kenny Road, Columbus, OH 43210-1080 (Free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Air Pollution, *Conservation (Environment), *Ecological Factors, *Ecology, Elementary Secondary Education, Energy Conservation, *Environmental Education, *Family Involvement, Water Quality
Identifiers—*Chemicals, ERIC Digests, Household Products
This digest details how global concepts of environmental education, the basic principles of ecology, and the importance of environmental responsibility can be made concrete for children at home and at school. Topics discussed are: basic principles of ecology, "What is the home?"–teaching environment through the home, and living and the quality of life–consumerism. Some important issues of environmental concern which are discussed in detail are: energy, water, air, household chemicals, and nature and humans. The digest includes a list of 11 environmental education resources for families. (Contains 11 references.) (MKR)

ED 372 969 SE 055 049
Edwards, Thomas G.
Current Reform Efforts in Mathematics Education. ERIC/CSMEE Digest.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SE-94-5
Pub Date—Oct 94
Contract—RR93002013
Note—4p.
Available from—ERIC/CSMEE, 1929 Kenny Road, Columbus, OH 43210-1080 (Free).
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Curriculum Development, *Educational Change, Elementary Secondary Education, *Inservice Teacher Education, *Mathematics Curriculum, *Mathematics Education, Teacher Education Programs, *Technology
Identifiers—ERIC Digests, *Reform Efforts
The current reform effort in mathematics education has its roots in the decade of the 1980's and the national reports that focused attention on an impending crisis in education, particularly in mathematics and science. Within this context, dozens of individual reform efforts have been initiated in recent years. Many have focused on the development of new curricula, others on teacher enhancement, some on both. Still others have taken the use of technology in mathematics instruction as their central theme. The projects listed in this digest are but a small sample of current efforts, but they serve to illustrate the diversity of programs nationwide. Programs discussed in this digest include: Connected Mathematics Project, Adventures of Jasper Woodbury, Maneuvers with Mathematics, Mathematics in Context, Quantitative Reasoning Project, University of Chicago School Mathematics Project, Atlanta Math Project, Teaching to the Big Ideas, Integrating Science and Mathematics Teaching for Middle School Underrepresented Students, Math Matters, New York City Mathematics Project, Project IMPACT, Quantitative Understanding–Amplifying Student Achievement and Reasoning; Cognitively Guided Instruction, Delaware Teacher Enhancement Project, Math Learning Center, Calculator and Computer Precalculus Project, Computer Intensive Algebra, Empowering Teachers in Computer-Intensive Environments, Geo-Logo, Graphing Calculator-Enhanced Algebra Project, and Calculus Curriculum Project. (Author/MKR)

SO

ED 363 526 SO 023 190
Leming, Robert S.
Teaching about the Fourth Amendment's Protection against Unreasonable Searches and Seizures. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-93-4
Pub Date—May 93
Contract—RI88062009
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Constitutional History, *Constitutional Law, *Law Related Education, Secondary Education, Social Studies, *Teaching Methods, United States History
Identifiers—Bill of Rights, ERIC Digests, *Fourth Amendment, United States Constitution
This digest discusses issues related to teaching about the Fourth Amendment of the U.S. Constitution. It begins by quoting the amendment that protects citizens of the United States against unreasonable searches and seizures, and goes on to discuss how the understanding and interpretation of the amendment have been influenced by historical events, technological inventions, and changes in thinking. The first section, on understanding and interpreting searches and seizures, outlines the development of the Supreme Court's interpretation through cases decided from 1886 through Katz v. United States, decided in 1967. The telephone, microphone, and instantaneous photography are examples of technological advances that changed the interpretation of the law. The second section explores the meaning of "unreasonable" in the Fourth Amendment. The discussion explains that it was in two cases, Weeks v. United States, decided in 1914, and Mapp v. Ohio, 1961, that the Court argued that evidence gathered in an illegal manner, without probable cause or without a search warrant, should be excluded from court proceedings. Various methods are suggested for teaching the Fourth Amendment. They include: the case study method; a moot court in which students participate as petitioners, respondents, and justices; a simluated congressional hearing; and scripted trials. The paper lists the following steps for teaching the case study method: (1) review the facts in the case; (2) determine the main

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constitutional issue in the case; (3) examine alternative arguments on each side of the issue in the case; (4) consider the decision (both the majority opinion and any dissenting opinions), and the legal reasoning in the case; and (5) assess the implications and significance of the case in constitutional history. (DK)

ED 363 527 SO 023 191

Risinger, C. Frederick

The Core Ideas of "Lessons from History: Essential Understandings and Historical Perspectives Students Should Acquire." ERIC Digest.

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-SO-93-5

Pub Date—Jun 93

Contract—RI88062009

Note—4p.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Citizenship Education, *Educational Research, Elementary Secondary Education, *History Instruction, *Research Reports, *Student Educational Objectives, United States History, World History

Identifiers—ERIC Digests

This digest discusses "Lessons From History," the report of the National Center for History in the Schools at the University of California, Los Angeles. The report provides a rationale for the study of history throughout the K-12 curriculum and specifies core ideas, themes, and topics that undergird both content and performance standards in United States history and world history. The study of history must reflect the three ultimate purposes of education in a free society: to prepare individuals for (1) active citizenship, to safeguard liberty and justice; (2) a career of work, to sustain life; and (3) the private pursuit of happiness, or personal fulfillment. Many recent reports from a variety of sources have emphasized that the importance of history requires a significant increase in the time currently devoted to the subject in most schools. No less than four full years of history should be required of all students between grades 7-12, and history should also be included in ways appropriate to the students' capabilities in the K-6 grades. Three years and two years respectively are recommended for U.S. history and world history. Selecting specific historical topics and content requires an organizational structure based on enduring themes and questions that exemplify the human experience. This digest lists and discusses the major themes presented in "Lessons From History," namely: (1) the development and changing character of human societies; (2) the economic and technological development of societies, resulting in the continual quest to sustain and improve the quality of life; (3) peoples' understanding of themselves, their place in the universe, and the quest for meaning; and (4) the development of political theories and democracy. The digest concludes by describing seven principles found by the report to be associated with effective teaching and learning of history. A list of ERIC resources is included. (DK)

ED 363 553 SO 023 449

Risinger, C. Frederick

Religion in the Social Studies Curriculum. ERIC Digest.

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-SO-93-6

Pub Date—Aug 93

Contract—RR93002014

Note—4p.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Citizenship Education, Court Litigation, Curriculum Evaluation, Educational History, *Educational Strategies, Elementary Secondary Education, *Instructional Materials, Public Schools, *Religion Studies, *Social Studies, Teaching Methods

Identifiers—ERIC Digests, First Amendment, Supreme Court, United States Constitution

This document discusses several aspects of teaching about religion in the public schools. While religion is an important element in many areas of literature, art, and music, the social studies, especially history and civics, provide the best opportunity for including religion in the curriculum. Teaching about religion in public schools is examined from the standpoint of the Constitution's First Amendment clauses regarding freedom of religion, and the prohibition against promotion of religion by government. While the court decisions do not answer all the questions about the role of religion in the public schools, it is clear that the Supreme Court has not prohibited teaching and learning about religion in social studies courses. It is essential that students be taught about religion in human affairs, because many crises throughout the world require an understanding of religious ideas and their impact on history and contemporary thought. Such concepts as nationalism, imperialism, anticolonialism, slavery and antislavery, freedom of conscience, capitalism, and environmentalism are tied inextricably to religion. Within the past decade, several state agencies and local school districts have created mandates and issued guidelines regarding teaching about religion. Professional educational organizations have provided leadership and support for teachers who want to increase and improve instruction about religion. An example of guidelines is included. Instructional strategies for teaching about religion include natural inclusion, fairness and balance, respect for differences, use of religious scriptures, role playing, rights, responsibilities, and respect. A list of references and resources is included. (DK)

ED 363 568 SO 023 590

Hunter, Kathleen

Teaching with Historic Places. ERIC Digest.

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-SO-93-7

Pub Date—Sep 93

Contract—RR93002014

Note—4p.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Curriculum Development, *Curriculum Enrichment, Elementary Secondary Education, *Geography Instruction, *History Instruction, *Local History, *Resource Materials, *Social Studies, Teaching Methods

Identifiers—ERIC Digests

This ERIC digest on a new curriculum project called "Teaching with Historic Places" discusses the program, its products, and how they can be used in classrooms and communities by students, teachers, and other interested groups. The program offers not only educational materials, but also professional training and development for teachers, museum educators, and site interpreters. Sponsored by the National Park Service's National Register of Historic Places and The National Trust for Historic Preservation and focusing on historic plans that document the past, the program uses the buildings, sites, districts, structures, and objects in local surroundings as documents of historical experiences and cultural expressions. This digest suggests that teachers can use historic places to enrich history, geography, and other subjects in the school curriculum, and to integrate instruction across a number of disciplines. At the heart of the "Teaching with Historic Places" program is a series of short lesson plans that are ready for use in the classroom. Each lesson uses a place listed in the National Register of Historic Places to teach a topic usually in the social studies curriculum. The focus of each lesson links a dramatic story of the place to larger themes and events in history. This program is a model for involving young people in researching, interpreting, and taking care of their community environment. It provides an easy-to-follow guide for developing lessons about places in the community. This digest includes information on the developers and distributors of the program materials. A list of references and ERIC resources is included. (DK)

ED 363 569 SO 023 591

Graseck, Susan

Teaching Foreign Policy in the Post-Cold War Era. ERIC Digest.

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-SO-93-8

Pub Date—Oct 93

Contract—RR93002014

Note—4p.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Curriculum Development, Decision Making, Elementary Secondary Education, *Foreign Policy, *International Relations, *Resource Materials, Social Studies, *Teaching Methods, World Problems

Identifiers—ERIC Digests

This ERIC Digest discusses issues relating to teaching about U.S. foreign policy in the changing international environment following the end of the Cold War era and the disintegration of the Soviet Union. The document treats: (1) the need and rationale for teaching and learning about current foreign policy issues; (2) main themes in foreign policy education in the post-Cold War era; (3) balance, inquiry, and decision making in the classroom; and (4) current classroom materials. The U.S. public needs to come to terms with the changing international environment in order to provide a framework or standard to guide policymakers. It is part of the job of education at this juncture in history to help students understand these new issues and be able to take part in the current national dialogue on the future of U.S. foreign policy. In order to participate effectively as citizens in shaping U.S. foreign policy, students must develop an understanding of the range of forces and issues shaping international relations in today's rapidly changing world. The digest describes the following major themes in foreign policy: (1) understanding the international system; (2) responses to international conflict; (3) non-state and transnational actors; (4) understanding U.S. foreign policy in historical perspective; (5) linking foreign and domestic politics; (6) successes in the international system; (7) military technology and proliferation; and (8) north-south relations in the post-Cold War era. Sources for obtaining current classroom material are listed as well as references and ERIC resources. (DK)

ED 370 881 SO 024 086

Stahl, Robert J.

The Essential Elements of Cooperative Learning in the Classroom. ERIC Digest.

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-SO-94-1

Pub Date—Mar 94

Contract—RR93002014

Note—4p.

Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cooperative Learning, Elementary Secondary Education, *Group Activities, Group Discussion, Group Dynamics, *Grouping (Instructional Purposes), Intergroup Relations, *Interpersonal Relationship, Learning Strategies, Small Group Instruction, Student Educational Objectives

Identifiers—ERIC Digests

In successfully establishing and having students complete group tasks within a cooperative learning framework, 14 essential elements must be present. The elements necessary for cooperative learning are: (1) a clear set of specific student learning outcome objectives; (2) all students in the group accept the targeted outcome; (3) clear and complete set of task-completion directions or instructions; (4) heterogeneous groups; (5) equal opportunity for success; (6) positive interdependence; (7) face-to-face interaction; (8) positive social interaction behaviors and attitudes; (9) access to information students must learn; (10) opportunities to complete required information processing tasks; (11) sufficient time spent learning; (12) individual accountability; (13) public recognition and rewards for group academic success; and (14) post-group reflection on with-

in-group behaviors. Although all of the elements do not have to be used every time the teacher assigns students to work in groups, teachers who fail to include the requirements report far more difficulties with students and group activities and far less student achievement gains than do teachers who meet them. (Author/CK)

ED 370 882 SO 024 087
Tinus, Charles
Civic Education for Global Understanding. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-94-2
Pub Date—Apr 94
Contract—RR93002014
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Citizen Participation, Citizen Role, *Citizenship Education, Citizenship Responsibility, *Civics, Elementary Secondary Education, *Global Approach, International Relations, Social Studies, *World Affairs
Identifiers—ERIC Digests, *Global Education
An approach to citizenship preparation that might be called civic education for global understanding includes a renewed engagement with and dedication to the civic needs of the nation. A need exists for students not only to continue to study the basic concepts and values of democracy but also to gain a broader understanding of the complex and interrelated world. The components of civic education for global understanding involve (1) educating youngsters about their nation's history and government with emphasis upon the core concepts of democracy in the United States and (2) sharpening students awareness that the responsibilities of citizenship extend far beyond national boundaries. The goals of civic education for global understanding are to revive civic interest and increase participation in community and national affairs by citizens and to enhance recognition by U.S. citizens that their obligations of citizenship extend beyond the nation's frontiers. Implementation requires changes in how civic education is taught and in the approach to the social studies subject matter. Contains 9 references. (CK)

ED 370 885 SO 024 197
Stahl, Robert J.
Using "Think-Time" and "Wait-Time" Skillfully in the Classroom. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-94-3
Pub Date—May 94
Contract—RR93002014
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Classroom Communication, Cognitive Processes, Inquiry, Learning Processes, *Questioning Techniques, Responses, Student Reaction, Teacher Response, *Teacher Student Relationship, *Time Factors (Learning), *Wait Time
Identifiers—ERIC Digests, *Think Time
Students must have uninterrupted periods of time to process information, to reflect on what has been said, observed, or done, and to consider what their personal responses will be. After at least three seconds of uninterrupted silence, a significant number of positive outcomes occur for students and teachers. Students are more effective in completing cognitive tasks in particular situations. The teacher's job is to manage and guide what occurs prior to and immediately following each period of silence so that the processing that needs to occur is completed. Eight categories of periods of silence name the place they occur or the primary function the silences perform during conversations and discussions: (1) post-teacher question wait-time; (2) within-student's response pause-time; (3) post-student's response wait-time; (4) student pause-time; (5) teacher pause-time; (6) within-teacher presentation pause-time; (7) student task-completion work-time; and (8) impact pause-time. Contians 8 references. (Author/CK)

ED 372 022 SO 024 307
Harris, James F., Ed. Metcalf, Fay, Ed.
Germany and Europe Since World War II: Resources for Teachers.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-941339-18-1
Pub Date—94
Contract—RR93002014
Note—267p.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, Indiana University, 2805 East Tenth Street, Suite 120, Bloomington, IN 47408-2698.
Pub Type— Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors—Area Studies, Economics, *European History, Foreign Countries, Government Role, Group Unity, High Schools, History Instruction, *Instructional Materials, Nazism, Social Change, Social Studies, Teaching Guides, World War II
Identifiers—*East Germany, German History, *West Germany
Designed as a resource for teachers to help high school students understand the new Germany, six background papers and nine lessons provide information on the difficult transition from the Third Reich to defeat and military occupation, on the establishment of two successor states, and on revolution and reunification. The six background papers cover aspects of the history, government, economy, and society of Germany since World War II: (1) "From Third Reich to No Reich: Germany after 1945" (James F. Harris); (2) "The Re-Birth of Democracy in Germany" (Rebecca Boehling); (3) "Germany's Role in the European and World Economies" (Robert Mark); (4) "German Culture in a Modern World" (Peter Jelavich); (5) "From Revolution to Unification: Creating a New Germany" (Konrad H. Jarausch); and (6) "Europe in U.S. Social Studies Textbooks: A Case Study on Germany in the Textbooks" (Dagmar Kraemer; Manfred Stassen). The nine lessons for use with secondary students of social studies draw from the contents of the background papers, and each lesson includes a plan for teachers and materials to be copied and distributed to students. Following the lessons, a timeline offers an annotated chronology of events in postwar Germany and the European Community. The next sections list 47 annotations of papers found in the ERIC database on Germany and Europe since World War II and 80 annotations from journals in the ERIC database on the topic. A selected bibliography of 44 books that pertain to the history of Europe and Germany during the 20th century precede 35 curriculum materials on Germany and Europe since World War II. An extensive directory of resources and useful addresses concludes the reference guide. (CK)

ED 373 020 SO 024 558
Hoge, John D.
Achieving History Standards in Elementary Schools. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-94-5
Pub Date—Sep 94
Contract—RR93002014
Note—4p.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Bloomington, IN 47408.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Standards, Educational Objectives, Elementary Education, *Elementary School Curriculum, *History Instruction, *Resource Materials, *Social Studies, Teaching Methods, United States History, World History
Identifiers—ERIC Digests, National Education Goals 1990, National History Standards Project
This ERIC Digest discusses the National History Standards and their implementation in elementary education. The National Standards, along with recent research on history learning, have influenced curriculum guides, textbook revisions, and new instructional materials in various formats. This digest summarizes research on children's ability to learn history and different teaching methods. It explains that the National Standards project divides thinking skills into five categories: (1) chronological thinking; (2) historical comprehension; (3) historical analysis and interpretation; (4) historical research capabilities; and (5) historical issues analysis and decision making. Content standards are divided into three sets: (1) K-grade 4; (2) U.S. history for grades 5-12; and (3) world history for grades 5-12. The set of nine content standards for grades K-4 is divided into five topics: (1) living and working together in families and communities, now and long ago; (2) the history of students' own state or region; (3) the nation; (4) the history of peoples of many cultures around the world; and (5) historic discoveries in science and technology. This digest lists 10 periods or eras in which the 32 content standards in U.S. history are distributed. The 36 content standards in world history are distributed within 8 historical periods. The digest identifies teaching practices that develop historical knowledge, thinking skills, and interest in learning history. Good teaching practices include the use of children's literature, videotapes, and field trips. An 11-item list of references and ERIC resources is included. (DK)

ED 373 021 SO 024 559
Haakenson, Paul
Recent Trends in Global/International Education. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-94-6
Pub Date—Oct 94
Contract—RR93002014
Note—4p.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Bloomington, IN 47408.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Curriculum Development, Elementary Secondary Education, Higher Education, *International Education, Multicultural Education, *Resource Materials, *Social Studies, Teacher Education
Identifiers—ERIC Digests, *Global Education
This ERIC Digest discusses recent trends in global or international education. Global linkages are increasingly visible to the general public through environmental issues, telecommunications networks, and international trade. The increasing interdependence of nations necessitates a global perspective on the part of young people as they face the 21st century. Attaining this world view may involve several approaches including the study of cultures, languages, international issues, responsible citizenship in an interdependent world, and global connections within local communities. The literature on global or international education offers strong models and substantial resources for practitioners. The following six trends reveal sources of continued growth and support for global education: (1) expanding the international components of social studies at the elementary and middle school levels rather than only at the high school level; (2) developing standards for global education; (3) developing materials, curriculum designs, and staff development programs in global education under several projects; (4) increasing attention to global perspective in teacher preparation programs; (5) attempting to promote global education through state efforts; and (6) providing computer networking resources that focus on international communications and information exchange. This report discusses essential resources, and includes a list of nine references and resources available through the ERIC system. (DK)

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ED 362 505 SP 034 775
Stier, William F., Jr.
Alternative Career Paths in Physical Education: Sport Management. ERIC Digest.
ERIC Clearinghouse on Teaching and Teacher Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SP-93-1
Pub Date—Aug 93
Contract—RR93002015
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Business Administration Education, *Careers, *Employment Opportunities, Graduate Study, Higher Education, *Managerial Occupations, *Physical Education, Undergraduate Study
Identifiers—ERIC Digests, *Physical Education Majors, *Sport Management
Prior to the late 1960s, physical education professional preparation programs in the United States were principally concerned with preparing coaches of sport and teachers of physical education. However, in recent decades, the field has spawned a number of alternative career tracks of which none has proven to be more viable than sport management. The field has expanded to 193 institutions that prepare sport managers and administrators on the undergraduate and/or graduate levels in physical education, sport, business, computers, and communications. This digest addresses the history and growth of sport management as a distinct subdiscipline; the rationale for the proliferation of programs; controversies and problems facing sport management; the scope of sport management today; career and employment opportunities; and the future of sport management. (Contains 10 references.) (LL)

ED 362 506 SP 034 776
Gartner, Audrey Riessman, Frank
Peer-Tutoring: Toward a New Model. ERIC Digest.
ERIC Clearinghouse on Teaching and Teacher Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SP-93-2
Pub Date—Aug 93
Contract—RR93002015
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Demonstration Programs, Elementary Secondary Education, Learning Strategies, Peer Relationship, *Peer Teaching, Program Design, Program Implementation, Student Participation, *Tutoring
Identifiers—City University of New York, ERIC Digests, *Learning through Teaching, Peer Facilitators, *Tutor Role, Tutor Training
The literature on peer tutoring indicates that gains for tutors often outdistance those of the students receiving help. Learning through teaching is a significant mechanism that provides an opportunity to reformulate and extend the use of peer tutoring. This digest discusses a new tutor-centered, peer tutoring model being designed at the Peer Research Laboratory at the City University of New York, provides examples of programs applying the new tutoring model, and outlines the requirements to make the model work. The new model is different from usual tutoring approaches where more proficient students tutor the less proficient. In this model, the tutoring process is viewed as developmental: all tutors will have had the experience of being tutees as part of an apprenticeship for becoming tutors. Because the model calls all students to participate in giving and receiving tutoring, it removes the negativity usually associated with receiving help. Five programs in which the Peer Research Laboratory has been applying the model are briefly described. A side-by-side comparison of the old and new tutoring models is included. (Contains 12 references.) (LL)

ED 364 508 SP 034 809
Guy, Marilyn J., Ed.
Teachers and Teacher Education: Essays on the National Education Goals. ERIC Teacher Education Monograph No. 16.
ERIC Clearinghouse on Teaching and Teacher Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-89333-103-1
Pub Date—Oct 93
Contract—RI88062015
Note—109p.
Available from—ERIC Clearinghouse on Teaching and Teacher Education, One Dupont Circle, Suite 610, Washington, DC 20036-1186 ($22.50, includes postage and handling).
Pub Type— Collected Works - General (020) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—College School Cooperation, *Cultural Pluralism, *Educational Change, Educational Environment, Elementary Secondary Education, Ethnography, *Family School Relationship, Higher Education, Inservice Teacher Education, *Liberal Arts, Parent Participation, Partnerships in Education, Preservice Teacher Education, *Program Improvement, Teacher Education Curriculum, Teacher Role
Identifiers—*National Education Goals 1990, *Professional Development Schools
Six national education goals to be achieved by the year 2000 were established by the federal government and the nation's governors in 1990. The five essays in this monograph examine some of the changes taking place in society and in schools and colleges that are related to the six goals. The "Introduction" (Marilyn Guy) is followed by "Communities within Community" (Dolores Escobar and Carol C. Mukhopadhyay), which discusses the multiple and integrated cultures that shape the environments of today's students. "Family and School Coalitions: Surmounting Obstacles" (Earline D. Kendall) explores issues connected with changes in family life and parent participation. "Collaborating To Improve Teacher Education: A Dean of Education's Perspective" (Iris M. Tiedt) highlights the need for education faculty to take the initiative in the process of incorporating the perspectives of teachers, business leaders, and community social workers into the total curriculum of preservice teachers. "Teaching and Teacher Education: An Institutional Challenge and Commitment" (Janet S. Gross) discusses teacher education and its redesign from the liberal arts faculty perspective. Finally, "Professional Development Schools and Teacher Education: Policies, Problems, and Possibilities" (Dale L. Lange) provides a historical analysis of the professional development school (PDS) model and relates some of the challenges and opportunities which face school-university partnerships that are attempting to establish PDSs. (IAH)

ED 365 673 SP 034 975
Levin, Rebekah A., Ed.
Greater Than the Sum: Professionals in a Comprehensive Services Model. Teacher Education Monograph No. 17.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-89333-104-X
Pub Date—Jan 94
Contract—RI88062015
Note—200p.
Available from—ERIC Clearinghouse on Teaching and Teacher Education, One Dupont Circle, N.W., Suite 610, Washington, DC 20036-1186 ($22.50, includes postage and handling).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Collected Works - General (020)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—Agency Cooperation, Ancillary School Services, Cooperative Planning, Cultural Pluralism, Delivery Systems, *Disadvantaged Youth, Elementary Secondary Education, Family School Relationship, Futures (of Society), Higher Education, Preservice Teacher Education, *Professional Services, Program Development, Program Evaluation, Public Schools, Resource Allocation, *School Health Services, School Personnel, *Student Needs, *Urban Schools
Identifiers—*Integrated Services
This book provides a picture of comprehensive children's services from a global, theoretical perspective, as well as a more practical guide to the potential roles for participating service providers and the structuring of such programs. Following an introduction, the volume is organized into 14 chapters: (1) "Moving from Cooperation to Collaboration for Improved Service Delivery for Children" (K. Whitaker and R. King); (2) "Coordinating Services for Children and Families: The Organizational Perspective" (B. Intriligator); (3) "Constructing a Multicultural Framework for Coordinated Children's Services" (B. Fennimore); (4) "The Organization of Family-School Interactions: A Prelude to School-linked Services" (C. Smrekar); (5) "Professional Attitudes, Judgment, and Confidentiality: Tensions in School-linked Services" (M. Manley-Casimir and M. Hall); (6) "Financial and Economic Policy Issues in Coordinated Children's Services" (J. Ward); (7) "A Look Back to the Futures of Children: Developing a Shared Vision of Early Intervention" (R. Brinker); (8) "Educators Respond to New Jersey's 'One-Stop Shopping' Program" (R. Knowlton and E. Tetelman); (9) "Administrative Issues in Coordinated Children's Services: A Chicago Case Study" (M. Smylie, R. Crowson, and V. Chou); (10) "Children's Services and Urban Teacher Education: Beginning the Conversation" (M. Bay, S. King, and V. Chou); (11) "The Principal's Role in Comprehensive Student Services for Empowerment of Students and Families" (C. Capper); (12) "A Social Work Perspective on Comprehensive Children's Services" (S. Goren and L. Afable); (13) "A Primary Health Care Perspective on Comprehensive Children's Services" (S. Giroux and J. Igoe); and (14) "Evaluation of Coordinated Children's Services: A Collaborative, Participatory Approach" (R. Levin and J. Greene). (LL)

ED 367 660 SP 035 118
Priest, Laurie Summerfield, Liane M.
Promoting Gender Equity in Middle and Secondary School Sports Programs. ERIC Digest.
ERIC Clearinghouse on Teaching and Teacher Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SP-93-3
Pub Date—Apr 94
Contract—RR93002015
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Athletics, *Compliance (Legal), *Equal Education, Equal Facilities, High Schools, Intermediate Grades, Junior High Schools, *Middle Schools, Physical Education, Program Evaluation, Secondary School Curriculum, *Sex Fairness
Identifiers—ERIC Digests, *Title IX Education Amendments 1972
This digest provides background information about gender equity in sports and physical activity as well as specific strategies for achieving equity at the middle and secondary school levels. The paper begins by describing gender equitable sports programs as ones in which either boys or girls would be pleased to accept as its own the program of the other. The digest then explains briefly the legal basis for gender equity in sport, Title IX of the Education Amendments of 1972. The main body of the digest presents a discussion of monitoring gender equity in middle and secondary school athletic programs. In sports programs, gender equity requires that equal athletic opportunities be provided for both genders and encompasses equivalence measures in the following areas: (1) accommodating the athletic interests and abilities of females, the historically underrepresented sex (including the selection of sports and levels of competition); (2) equipment and supplies; (3) scheduling; (4) opportunity to receive coaching (and academic tutoring); (5) assignment and salary of coaches (and tutors); (6) travel and per diem allowances; (7) locker rooms, medical, and other facilities; (8) housing and dining facilities and services; and (9) publicity and promotion. (LL)

ED 369 774 SP 035 227
Lipson, Lois
Senior Citizens as School Volunteers: New Resources for the Future. ERIC Digest.
ERIC Clearinghouse on Teaching and Teacher Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SP-93-4
Pub Date—May 94
Contract—RR93002015
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrator Role, Elementary Secondary Education, *Intergenerational Programs, *Older Adults, *Program Development, *Program Implementation, School Community Relationship, Student Attitudes, Teacher Role, *Voluntary Agencies, *Volunteers
Identifiers—ERIC Digests, *Volunteer Management
School volunteers come from many sources and provide a wide range of services at both the elementary and secondary levels. Senior citizens have discovered that volunteering offers an avenue for exercising skills and talents gained through a lifetime of experience. In schools across the country, older adults are being brought into classrooms, to the mutual benefit of the schools and the seniors. This digest highlights the value and importance of involving senior citizens in a school volunteer program and provides strategies for program development and implementation. Seven steps to a successful intergenerational program are outlined. These steps are: (1) a needs assessment defining what is to be accomplished; (2) a job description telling volunteers the purpose of the program, what skills are necessary, how much time they must commit, and what is expected of them; (3) recruitment techniques; (4) a screening interview; (5) orientation and training; (6) periodic recognition of volunteer efforts; and (7) an evaluation of whether the goals and objectives of the program have been achieved. Four special issues are discussed briefly: transportation for older volunteers, lunches, liability insurance, and arranging for required tuberculin (TB) skin tests. A list of five organizations and volunteer clearinghouses that can help locate suitable older volunteers is included. (LL)

ED 370 936 SP 035 293
Abdal-Haqq, Ismat
Culturally Responsive Curriculum. ERIC Digest.
ERIC Clearinghouse on Teaching and Teacher Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SP-93-5
Pub Date—Jun 94
Contract—RR93002015
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Classroom Environment, *Cultural Awareness, Cultural Differences, *Curriculum Development, Elementary Secondary Education, *Instructional Materials, *Multicultural Education, *Relevance (Education), *Resource Materials, Teacher Education, Textbook Bias, Textbook Evaluation
Identifiers—*Diversity (Student), ERIC Digests
A widely held view of multicultural curricula sees them as strategies for improving academic performance and enhancing self-esteem among students whose racial, ethnic or language heritage differs from that of the Anglo-European population. There are others, however, who hold the view that culturally responsive curricula benefit all students. A culturally responsive curriculum capitalizes on students' cultural backgrounds rather than overriding or negating them. This Digest presents some characteristics of curriculum resources, outlines guidelines for assessing instructional materials for cultural bias or insensitivity, and provides a list of selected resources available to classroom teachers and other educators. A culturally relevant curriculum is described as one that: is integrated and interdisciplinary; does not rely on one-time activities, "add-on" units or "sprinkling" the traditional curriculum with a few minority individuals; is authentic, child-centered, and connected to the child's real life; develops critical thinking skills; often incorporates strategies that utilize cooperative learning and whole language instruction; includes self-esteem building; recognizes multiple intelligences and diverse learning styles; is supported by appropriate staff development and preservice preparation; and is part of a coordinated, school-wide strategy. (Contains 17 references.) (LL)

ED 370 937 SP 035 294
Taylor, Tracy A.
New to the Ranks: Moving from the Military into Teaching. ERIC Digest.
ERIC Clearinghouse on Teaching and Teacher Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SP-93-6
Pub Date—Jun 94
Contract—RR93002015
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Alternative Teacher Certification, *Career Change, Elementary Secondary Education, Federal Aid, Federal Legislation, *Financial Support, Higher Education, Incentive Grants, *Military Personnel, Preservice Teacher Education, Program Descriptions, Teacher Aides, Teacher Placement, *Teaching (Occupation), *Transitional Programs
Identifiers—*Defense Activity Non Traditional Education Support, Department of Defense, Elementary Secondary Education Act Title I, ERIC Digests
This Digest discusses the conversion of military personnel to school employees and describes a U.S. Department of Defense program called "Troops to Teachers" that helps military personnel affected by defense cut-backs pursue new careers as teachers and teachers' aides. Created by Congress in 1992 through the National Defense Authorization Act for Fiscal Year 1993 (Public Law 102-484), the program extends financial assistance to military personnel so they can obtain required teaching credentials and provides partial salary subsidies to enable qualified school districts subsequently to hire these individuals. To obtain credentials and complete the transition as quickly as possible, participants are steered to alternative certification programs, particularly those that award credit for military service or education. Recipients seeking teacher certification must have a bachelor's degree or higher when applying for a $5,000 stipend, while those interested in teachers' aide courses must hold at least an associate's degree. All participants must agree to acquire necessary credentials within two years of their separation from the military and accept full-time employment for five consecutive years in schools that receive federal grants for compensatory education programs. (LL)

ED 373 054 SP 035 401
Sclan, Eileen Mary
Performance Evaluation for Experienced Teachers: An Overview of State Policies. Trends and Issues Paper, No. 10.
ERIC Clearinghouse on Teaching and Teacher Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-89333-123-6
Pub Date—Jul 94
Contract—RR930020115
Note—77p.; For a related document, see ED 341 689.
Available from—ERIC Clearinghouse on Teaching and Teacher Education, One Dupont Circle, N.W., Suite 610, Washington, DC 20036-1186 ($14.50 prepaid, includes shipping and handling).
Pub Type— Reports - Evaluative (142) — Information Analyses - ERIC Information Analysis Products (071) — Tests/Questionnaires (160)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Behavioral Objectives, Elementary Secondary Education, *Evaluation Methods, Holistic Evaluation, *Performance Factors, *Policy Formation, *State Standards, State Surveys, *Teacher Evaluation, *Teaching Experience, Trend Analysis
Identifiers—*Experienced Teachers
This paper examines recent trends in the establishment of state-level policies for the performance evaluation of experienced teachers. "Trends" are defined as the prevailing state-sanctioned currents of thinking that undergird teacher performance evaluation policies. The document includes a paper that reports on the specific nature of state-level teacher performance evaluation policies and analyzes two philosophically different state-level performance evaluation policies–the dominant behavioristic evaluation policy and the emerging holistic evaluation policy. The main body of the publication consists of a chart entitled "Performance Evaluation of Experienced Teachers in the United States," a state-by-state factual compilation of each state's approach to performance evaluation of experienced teachers. Throughout the analysis, the argument is made for a major change in states' teacher evaluation policy directions toward one that better accommodates the needs of teachers. Before analyzing the specific nature of state-level teacher performance evaluation policies, an overview of the extent of state-involvement is provided. A performance evaluation questionnaire is appended. (Contains approximately 80 references.) (LL)

TM

ED 366 645 TM 021 056
Potts, Bonnie
Improving the Quality of Student Notes. ERIC/AE Digest.
ERIC Clearinghouse on Assessment and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-TM-93-1
Pub Date—Oct 93
Contract—RR93002002
Note—4p.
Pub Type— Guides - Non-Classroom (055) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, Encoding (Psychology), Higher Education, Instructional Effectiveness, *Lecture Method, *Memory, *Notetaking, Recall (Psychology), Secondary Education, *Student Participation, *Teaching Methods, Time Management, Writing Skills
Identifiers—ERIC Digests
Several recent investigations have suggested that students need help with their notes, as even successful students may fail to record many ideas communicated by the lecturer. Results also suggest that there is value in having students participate in the notetaking process in that they are more likely to remember what they have noted, even if full notes are provided by the instructor. Several studies have indicated that students are able to achieve more on tests when they are provided with partial notes to review. Several formats have been examined for partial notes, and it appears that skeletal notes, with the main ideas supplied and space left for students to fill in the gaps, are the most effective. Ideally, the instructor is advised to provide both skeletal notes before the lecture and detailed notes afterward to afford maximum benefits to the students. The disadvantages of detailed notes, particularly in terms of instructor time, mean that few will choose this option. It can also be argued that students should improve the quality of their own notes to enhance the learning process. Providing skeletal notes in increasing quantity as a function of the lecturer's increasing information density is a suggested compromise. (Contains 7 references.) (SLD)

ED 366 654 TM 021 079
Thompson, Bruce
The Concept of Statistical Significance Testing. ERIC/AE Digest.
ERIC Clearinghouse on Assessment and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-TM-94-1
Pub Date—Feb 94
Contract—RR93002002
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Data Analysis, Data Interpretation, Decision Making, *Effect Size, Hypothesis Testing, Probability, Research Methodology, Research Problems, *Sampling, *Statistical Analysis, *Statistical Significance, *Testing, Test Interpretation, *Test Use

Identifiers—Cross Validation, Empirical Research, ERIC Digests, *Null Hypothesis, Research Replication, Type I Errors

Too few researchers understand what statistical significance testing does and does not do, and consequently their results are misinterpreted. This Digest explains the concept of statistical significance testing and discusses the meaning of probabilities, the concept of statistical significance, arguments against significance testing, misinterpretation, and alternatives. Statistical significance testing requires subjective judgment in setting a predetermined acceptable probability of making an inferential error caused by the sampling error. Sampling error can only be eliminated by gathering data from the entire population. Statistical significance addresses the question of whether, assuming the sample data came from a population in which the null hypothesis is (exactly) true, the calculated probability of the sample results is less than the acceptable limit imposed regarding a Type I error. Reasons not to use statistical significance testing and questions of misinterpretation are reviewed. Two analyses that should be emphasized over statistical significance testing are effect sizes and the empirical replicability of results. (Contains 6 references.) (SLD)

UD

ED 363 668 UD 029 545

Burnett, Gary

Chapter 1 Schoolwide Projects: Advantages and Limitations. ERIC/CUE Digest, Number 92.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-UD-93-6; ISSN-0889-8049

Pub Date—Sep 93

Contract—RR93002016

Note—4p.

Available from—ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, NY 10027 (free).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *Compensatory Education, Cost Effectiveness, *Disadvantaged Youth, *Educational Innovation, Educationally Disadvantaged, Elementary Secondary Education, Enrichment, Family Programs, *Federal Programs, Low Achievement, Low Income Groups, Professional Development, Program Implementation, *School Districts, *Supplementary Education

Identifiers—*Education Consolidation Improvement Act Chapter 1, ERIC Digests, Hawkins Stafford Act 1988, Pullout Programs

Since 1981, Chapter 1 of the Education Consolidation and Improvement Act has provided school districts with supplementary services funds for more than five million low-achieving students. Historically, schools have used "pull-out" programs to serve this population, but the provisions of the current legislation, the Hawkins-Stafford School Improvement Amendments of 1988, allow schools with an enrollment of at least 75 percent low-income students to use Chapter 1 funds to create schoolwide projects for improving programs throughout the entire school. Considerable flexibility in the implementation of schoolwide projects is allowed, although there are some limitations. Projects usually include the following components: (1) supplementary and pull-out services; (2) staff development; (3) supplementary professional staff members; (4) family-oriented programs; (5) innovative practices; and (6) other enrichment programs. The benefits of schoolwide programs, in increased flexibility and improved services, are becoming apparent. Drawbacks do exist, however, including a lack of documented academic improvement coupled with high costs at some locations. Costs, time commitments, and the problems of program evaluation requirements also discourage some districts from committing to schoolwide projects. The as yet undeveloped potential of schoolwide projects means that their future implementation must be thoughtful and thorough. (Contains eight references.) (SLD)

ED 363 676 UD 029 558

Inger, Morton

Teacher Collaboration in Urban Secondary Schools. ERIC/CUE Digest, Number 93.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-UD-93-7; ISSN-0889-8049

Pub Date—Sep 93

Contract—RR93002016

Note—4p.

Available from—ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, NY 10027 (free).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cooperative Planning, *Educational Cooperation, Educational Improvement, High Schools, Participative Decision Making, *School Based Management, School Policy, Secondary Education, *Secondary School Teachers, Student Behavior, Student Improvement, *Teacher Role, Urban Schools, *Urban Teaching

Identifiers—ERIC Digests, *Teacher Collaboration

In most schools, especially urban high schools, teachers are colleagues in name only. Some schools, however, do foster substantial collegial relationships among teachers; and when schools are organized to support such teacher collaboration, the benefits are substantial. To make teacher collaboration possible and effective, two fundamental conditions appear to be crucial: interdependence and opportunity. Since teachers' main motivation and rewards are in the work of teaching, the extent that they find themselves interdependent with one another to manage and reap the rewards of teaching make joint work a worthwhile investment of time and other resources. Joint action, however, will not occur where it is prohibitively costly in organizational, political, or personal terms; school policy must support the effort, and the value placed on shared work must be stated and demonstrated. Helping teacher collaboration to work requires endorsements and rewards for collaborative efforts, school-level reorganization into teams to stimulate cooperative work, the willingness to give latitude to teachers for influence on matters of curriculum and instruction, enough time for planning periods and implementation, training and assistance, and the support of quality materials and equipment. (Contains seven references.) (GLR)

ED 366 673 UD 029 690

Huang, Gary

Beyond Culture: Communicating with Asian American Children and Families. ERIC/CUE Digest Number 94.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-UD-93-8; ISSN-0889-8049

Pub Date—Dec 93

Contract—RR93002016

Note—6p.

Available from—ERIC Clearinghouse on Urban Education, Teachers College, Box 40, New York, NY 10027 (free).

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Asian Americans, Behavior Patterns, Beliefs, *Children, *Communication (Thought Transfer), *Cultural Awareness, Cultural Differences, Ethnic Groups, Intercultural Communication, *Pacific Americans, Parent Participation, *Parents, Racial Differences, Stereotypes, Student Evaluation

Identifiers—ERIC Digests

To explore the complexities of communication with Asian and Pacific Islander (API) children and their families, this digest describes the overt and covert dimensions of the various API cultures, and discusses API's socioeconomic background and the life experiences that affect their communication behavior. The general ethnic groups in the API community are Pacific Islanders (mainly Hawaiians, Samoans, and Guamanians), Southeast Asians (mostly Indochinese from Vietnam, Thailand, Cambodia, and Laos, and including Burmese and Filipinos), and East Asians (Chinese, Japanese, and Koreans). It is important not to generalize an understanding of one group to another, and educators must identify differences in order to devise appropriate communication strategies. Overt culture includes belief systems and language, aspects of a culture that can be easily identified and studied. Covert culture is more subtle, and encompasses such aspects as the conception of time and communication. Suggestions are given for practitioners to enhance communication through the following: (1) personal reflection; (2) partnerships with community organizations; (3) information gathering; (4) parent involvement; (5) overcoming stereotypes of APIs; and (6) accurate evaluation of individual children. (Contains 18 references.) (SLD)

ED 368 809 UD 029 758

Burnett, Gary

Technology as a Tool for Urban Classrooms. ERIC/CUE Digest, Number 95.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-UD-94-1; ISSN-0889-8049

Pub Date—Feb 94

Contract—RR93002016

Note—4p.

Pub Type— Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Access to Information, Basic Skills, Computer Assisted Instruction, *Computer Uses in Education, Educational Change, Educational Planning, *Educational Technology, Elementary Secondary Education, Foreign Countries, Information Literacy, Language Proficiency, Problem Solving, *Program Implementation, Teaching Methods, Technological Advancement, Telecommunications, *Urban Schools

Identifiers—ERIC Digests, *ORILLAS Network, Project Headlight

By 1992, according to a study by the Council of Chief State School Officers, more than 3.5 million computers were in U.S. elementary and secondary schools–a ratio of one computer for every 13 students. In addition, 99 percent of all schools across the country reported that they provide their students with some access to computers. Sometimes computer use enhances learning for all students and sometimes it simply confers a new technological sheen on the low-level programs. This digest provides an overview of computer use in schools and presents a few general guidelines for educators to use when implementing an educational technology program. The primary consideration should be the purpose of using the technology, and programs should be designed to ensure access to all students and to function as an integral part of a well-planned pedagogy. Some of the characteristics of successful educational technology are illustrated through description of two successful programs. The De Orilla a Orilla (From Shore to Shore) (ORILLAS) network uses word processing, electronic mail, and electronic publishing to strengthen the English and native language proficiencies and achievement of students in the United States, Argentina, Canada, and Mexico. Project Headlight exemplifies a single-school program that has infused a Boston elementary school with technology. Programs for urban schools need not be as extensive as Project Headlight to be effective. However, if schools do not invest in technology or invest only in low-level remedial programs, they will leave their students ill-prepared for the future. (Contains 12 references.) (SLD)

ED 371 085 UD 029 923

Schwartz, Wendy Elcik, Lynne

A Directory of Anti-Bias Education Resources and Services.

Columbia Univ., New York, N.Y. Teachers College.; ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—May 94

Contract—RR93002016

Note—79p.; For a related document, see UD 029 948.

Available from—ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, NY 10027.

Pub Type— Reference Materials - Directories/Catalogs (132) — Information Analyses - ERIC Information Analysis Products (071)

BEST COPY AVAILABLE

EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Conflict Resolution, Directories, Educational Resources, Elementary Secondary Education, *Prevention, *Program Descriptions, *Reference Materials, Services, *Sex Bias, *Violence, Young Adults

This directory provides a representative sampling of programs that offer training in prejudice reduction, conflict resolution, and violence prevention to young people in their schools and communities and to the people who work with them. Project profiles include the following information categories: (1) the organization's name, address, telephone, and fax numbers; (2) the program contact person; (3) services offered; (4) specific issues covered; (5) populations that are direct recipients of the program's services; and (6) available program resources. For each project that produces materials, the ones warranting particular attention are highlighted. The directory also includes a multimedia resource list. (GLR)

ED 371 108 UD 029 962
Burnett, Gary
Urban Teachers and Collaborative School-Linked Services. ERIC Digest 96.
ERIC Clearinghouse on Urban Education, New York, N.Y.; National Education Association, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-UD-94-2; ISSN-0889-8049
Pub Date—Apr 94
Contract—RR93002016
Note—3p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrators, *Cooperation, Definitions, Delivery Systems, Educational Objectives, Elementary Secondary Education, Needs Assessment, *Partnerships in Education, Social Problems, *Social Services, *Teacher Role, Teaching Methods, Urban Schools, *Urban Teaching
Identifiers—ERIC Digests, *School Linked Services

This digest provides some guidelines for developing partnerships between schools and outside service agencies and suggests some roles that teachers can play in the process. The successful provision of service depends not only on administrators, but also on people in direct contact with students, including classroom teachers. School administrators bear the responsibility for finding appropriate service providers who are willing to become partners. Once the initial contact has been made, administrators must find out what they can about the operations of service providers and elicit their active input to program planning. Defining needs and goals is essential to establishing the collaboration, and maintaining that collaboration is largely a result of the careful initial definition of goals and responsibilities. In the final analysis, teachers provide the force that makes school-linked programs work. (Contains 9 references.) (SLD)

ED 372 146 UD 029 989
Burnett, Gary
Varieties of Multicultural Education: An Introduction. ERIC Digest 98.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-UD-94-4; ISSN-0889-8049
Pub Date—Jun 94
Contract—RR93002016
Note—4p.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Classification, Cultural Awareness, Cultural Pluralism, *Curriculum Development, Definitions, *Educational Change, Elementary Secondary Education, *Multicultural Education, Needs Assessment, Political Influences, Program Development, *Program Implementation, *School Restructuring
Identifiers—ERIC Digests

Multicultural education has become a controversial topic in recent years, and in the midst of such controversy, there has been little agreement on a precise conceptualization of multicultural education. It is apparent that it takes many forms. A typology is presented that divides multicultural education programs into three categories according to their primary emphasis. The first includes content-oriented programs, which are the most common and immediately recognizable approaches to multicultural education. In its simplest form, this type of program adds a multicultural gloss to a standard curriculum. More sophisticated versions actually transform the curriculum. The second category includes student-oriented programs that address the academic needs of defined groups of students, often minorities. The third category includes socially oriented programs that seek to reform schooling and the political and cultural contexts of education. Identifying these categories may help educators develop programs that reflect the diversity of their student bodies. (Contains 10 references.) (SLD)

ED 372 178 UD 030 019
Burnett, Gary Wais, Garry
Gangs in the Schools. ERIC Digest 99.
ERIC Clearinghouse on Counseling and Student Services, Greensboro, NC.; ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
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Descriptors—*Behavior Problems, *Delinquency, Dropouts, Drug Use, High Schools, High School Students, Junior High Schools, Junior High School Students, *Juvenile Gangs, Peer Groups, Peer Influence, *Public Schools, *Social Behavior, Violence
Identifiers—ERIC Digests

This ERIC digest examines the growth and nature of juvenile gangs and the growing problem they present in the nation's public schools. It explores the characteristics of gangs, the impact gangs are having on public schools, why gangs develop and why students join them, what the schools' responses have been to gangs, and effective interactions for combating school gangs. The report reveals that gangs considerably differ in characteristics, numbers, and age ranges, but they all show strong loyalty to their neighborhoods. While gang participation is normally quite low among students, gang presence is still very disruptive to the ordinarily peaceful school atmosphere: fear, violence, drug use, and recruitment activities are common occurrences. Research shows that gangs catch hold in a school when students do not have a sense of belonging or acceptance in their lives, e.g., recent immigrants join gangs as a way to maintain a strong ethnic identity. Schools need a strategy that mobilizes school and community resources to offer alternatives to gang membership. Some intervention ideas include targeting vulnerable students and providing special assistance, establishing moral and ethical education, creating an environment where students feel valued, educating staff about how gangs develop and how to respond to them, and monitoring youth not enrolled in the school, i.e., those who hang out at, but do not attend, the school. Contains six references. (GLR)

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ED 370 507 (HE)
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ED 372 358 (CG)
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ED 368 321 (HE)
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ED 363 052 (EC)
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ED 372 966 (SE)
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The Good Supervisor. ERIC Digest.
ED 372 350 (CG)
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ED 367 145 (FL)
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Lasting Benefits of Preschool Programs. ERIC Digest.
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ED 369 774 (SP)
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ED 363 569 (SO)
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ED 372 414 (CS)

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Teaching with Historic Places. ERIC Digest.
ED 363 568 (SO)
Technology as a Tool for Urban Classrooms. ERIC/CUE Digest, Number 95.
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ED 367 415 (JC)
Television Violence and Behavior: A Research Summary. ERIC Digest.
ED 366 329 (IR)
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ED 372 146 (UD)
Video Games and Children. ERIC Digest.
ED 365 477 (PS)
Violence and Young Children's Development. ERIC Digest.
ED 369 578 (PS)
Whole Language: The Debate.
ED 366 905 (CS)
Will the National Education Goals Improve the Progress of English Language Learners? ERIC Digest.
ED 362 073 (FL)
Women and Entrepreneurship. ERIC Digest.
ED 363 799 (CE)
Women Writers and the Canon. Focused Access to Selected Topics FAST Bib No. 72.
ED 361 735 (CS)
Word History: A Resource Book for the Teacher.
ED 367 988 (CS)
Workplace ESL Instruction: Varieties and Constraints. ERIC Digest.
ED 367 190 (FL)
Writing Assignments, Journals, and Student Privacy. ERIC Digest.
ED 365 989 (CS)

Document Resumes for Adjunct Clearinghouse Publications (Arranged by Adjunct)

The following ten (10) resumes represent publications produced by the Adjunct ERIC Clearinghouse on ESL Literacy Education (formerly Literacy Education for Limited-English-Proficient Adults) and announced in 1994. These resumes also appear (and are indexed) in the main section of this bibliography under the Clearinghouse with which they are associated.

ESL Literacy Education

ED 364 127 FL 800 707
Crandall, JoAnn, Ed. Peyton, Joy Kreeft, Ed.
Approaches to Adult ESL Literacy Instruction. Language in Education: Theory and Practice 82.
Adjunct ERIC Clearinghouse on Literacy Education for Limited-English-Proficient Adults, Washington, DC.; Center for Applied Linguistics, Washington, D.C.; National Clearinghouse on Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-93-7354-82-1
Pub Date—93
Contract—RI89166001
Note—104p.
Available from—Delta Systems Co. Inc., 1400 Miller Pkwy., McHenry, IL 60050-7030.
Pub Type— Guides - Classroom - Teacher (052) — Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Adult Literacy, Competency Based Education, *English (Second Language), Language Experience Approach, *Literacy Education, Second Language Instruction, *Student Developed Materials, *Teaching Methods, *Whole Language Approach
Identifiers—*Freire (Paulo)
This book focuses on functional and holistic approaches to English-as-a-Second-Language (ESL) literacy, including competency-based education; whole language, language experience, and Freirean or participatory; and writing-based programs that result in published materials to be read by other adults. Chapter 1, "Literacy Through a Competency-Based Educational Approach," by K. Lynn Savage, provides an overview of a functional approach that emphasizes life skills and evaluates mastery of those skills according to actual learner performance. Chapter 2, "Whole Language in Adult Literacy Education," by Pat Rigg and Francis E. Kazemek, discusses the whole language view of teaching and learning. In chapter 3, "The Language Experience Approach," Marcia L. Taylor describes the approach as a whole language approach to instruction that promotes reading and writing by transcribing a student's experiences with the transcription then used as reading material for the student. Joy Kreeft Peyton uses chapter 4, "Listening to Students' Voices: Publishing Students' Writing for Other Students To Read," to present the rationale for using the writings of adult ESL students as material for teaching literacy to other ESL adults. She outlines the steps involved in implementing a writing and publishing program and gives sources of materials written by adult literacy learners and descriptions of student publishing programs. David Spener gives an overview of "The Freirean Approach to Adult Literacy Education" in chapter 5. (Author/AB)

ED 368 169 FL 800 705
Wrigley, Heide Spruck
Adult ESL Literacy: Findings from a National Study. ERIC Digest.
Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.; National Clearinghouse for ESL Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-LE-93-05
Pub Date—Sep 93
Contract—RI93002010
Note—4p.
Available from—ERIC/NCLE, 1118 22nd Street, N.W., Washington, DC 20037.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Literacy, Community Organizations, *English (Second Language), Financial Needs, Immigrants, *Literacy Education, National Surveys, Needs Assessment, Part Time Faculty, Program Administration, *Public Policy, Resource Allocation, Success, Trend Analysis, Volunteers
Identifiers—ERIC Digests, Family Literacy, Workplace Literacy
A 2-year national study by Aguirre International identified effective and innovative instructional approaches, methods, and technologies used to provide literacy instruction for adult English-as-a-Second-Language (ESL) literacy students. Adult ESL literacy learners were found to be varied in terms of literacy backgrounds and experience. Adults who are part of an established immigrant community do much better than those without social networks. Literacy programs themselves are diverse, based in a variety of sites from community colleges to union halls and churches. They may include basic literacy, general ESL, family literacy, workplace literacy, or community-oriented literacy. Successful ESL literacy programs share the features and practices that characterize successful language learning programs, including a curriculum based on needs assessment. Funding, which influences program offerings, comes from federal and state sources, corporations, or foundations. Most ESL literacy programs are dependent on short-term funding, which threatens their stability and continuity. Successful programs have charismatic leaders, but most programs are staffed by part-time teachers or volunteers, and many are experiencing burnout. The tenuous nature of the programs studied makes it clear that administrators, teachers, learners, and other stakeholders must make their voices heard before significant change will take place. Contains 8 references. (LB)

ED 365 170 FL 800 706
Renard, Donald A. Pfleger, Margo
Language and Literacy Education for Southeast Asian Refugees. ERIC Digest.
Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.; National Clearinghouse for ESL Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-LE-93-06
Pub Date—Sep 93
Contract—RI93002010
Note—4p.
Available from—ERIC/NCLE, 1118 22nd Street N.W., Washington, DC 20037.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Literacy, *English (Second Language), Government Role, Hmong People, Job Skills, *Language Skills, *Literacy Education, Program Development, Public Policy, *Refugees, Trend Analysis, *Vietnamese People
Identifiers—*Asia (Southeast), ERIC Digests
The United States has admitted more than 1 million Southeast Asian refugees since 1975. The impact of these refugees on language and literacy education has been profound; many innovations in adult English-as-a-Second-Language (ESL) education have derived from efforts to meet their language and literacy needs. The first wave of refugees in the mid-1970s included individuals with high levels of education. The debate that began in 1975 continues today: Should refugees receive intensive language and job training before entering the labor force, or should they get jobs right away and study English part-time? A U.S. policy represented a compromise between the two positions, and government programs provided up to 3 years of public assistance including free language education. Literacy was not explicitly taught. The second wave of refugees, including many rural people with little schooling, came in the late 1970s. Their arrival resulted in two major educational developments: the 1980 Overseas Refugee Training Program, and a re-examination of the entire approach to refugee education. Today's Southeast Asian refugees—largely Hmong, an ethnic minority from Laos, and former political prisoners from Vietnam—are arriving at a time of diminishing government support for refugee education and growing pressure for refugees to become employed as soon as possible. Newcomers with more than basic English skills are at a disadvantage, pushed to find jobs and study English part-time. Refugees with higher English skills have difficulty finding an appropriate ESL program. However, programs are adapting to current needs and interests. (LB)

ED 367 190 FL 800 708
McGroarty, Mary Scott, Suzanne
Workplace ESL Instruction: Varieties and Constraints. ERIC Digest.
Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.; National Clearinghouse for ESL Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-LE-93-07
Pub Date—Oct 93
Contract—RI89166001
Note—4p.
Available from—NCLE, 1118 22nd Street, N.W., Washington, DC 20037.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Literacy, *English (Second Language), Evaluation Methods, Financial Support, *Literacy Education, Needs Assessment, *Program Descriptions, Program Development, Second Language Instruction, Student Attitudes, Student Evaluation
Identifiers—ERIC Digests, *Workplace Literacy
Changes in the U.S. economy are altering employment patterns, and these changes have implications for workers whose language is other than English. This digest summarizes the existing types of programs that prepare English-as-a-Second-Language (ESL) adults for the workplace or help workers whose first language is other than English who are already on the job. First, the meanings of "workplace language instruction" are discussed (preworkplace classes, "work-centered" approaches, "worker-centered" approaches.) Next, current perspectives on workplace learning are highlighted. The final section of the digest looks at constraints on ESL workplace program development, focusing on needs assessment, assessment measures, participant attitudes and expectations, enrollment management, language choice, financial and organizational support, building coalitions, and decentralization. (Adjunct ERIC Clearinghouse on Literacy Education) (VWL)

ED 367 197 FL 800 719
Weinstein-Shr, Gail
Growing Old in America: Learning English Literacy in the Later Years. ERIC Digest.
Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.; National Clearinghouse for ESL Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-LE-93-08
Pub Date—Dec 93
Contract—RI89166001
Note—4p.
Available from—NCLE, 1118 22nd Street, N.W., Washington, DC 20037.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Literacy, *English (Second Language), *Literacy Education, *Older Adults, Program Descriptions, Teaching Methods
Identifiers—ERIC Digests
Since the end of World War II, the United States has provided haven for nearly two million refugees who were involuntarily displaced from their homelands. In addition, during the last several decades, over one million legal immigrants have also found their way into the United States. Although the proportion of elderly may be small among these newcomers, immigrants and refugees play an increasing role in the "graying of America," as uprooted adults age in their new homeland. This digest argues that it is both feasible and appropriate to provide lan-

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guage and literacy instruction for older immigrants and refugees and discusses the needs and resources of these older learners. Factors that influence language and literacy acquisition are discussed, and promising programs and practices for serving older adults are highlighted. (Adjunct ERIC Clearinghouse on Literacy Education) (VWL)

ED 368 222 FL 800 746
Spener, David, Ed.
Adult Biliteracy in the United States. Language in Education: Theory and Practice 83.
Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.; Center for Applied Linguistics, Washington, D.C.; Delta Systems Inc., McHenry, IL.; National Clearinghouse on Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-937354-83-X
Pub Date—94
Contract—RI89166001
Note—245p.
Available from—Delta Systems, Inc., 1400 Miller Pkwy., McHenry, IL 60050-7030 ($19.95).
Pub Type— Information Analyses - ERIC Information Analysis Products (071) — Collected Works - General (020)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors—Adolescents, *Adult Literacy, *Bilingualism, Black Dialects, Cognitive Processes, Educational Technology, *English (Second Language), Ethnography, Family Environment, High School Equivalency Programs, Hispanic Americans, Instructional Effectiveness, Language Planning, Literacy Education, Sciences, Second Language Learning
Identifiers—*Biliteracy, *United States
This collection of articles by 15 leading researchers and teachers explores the social, cognitive, and pedagogical aspects of developing biliteracy–literacy in two languages. Chapters include the following: "Inheriting Sins While Seeking Absolution: Language Diversity and National Data Sets" (Reynaldo Macias); "Sociolinguistic Considerations in Biliteracy Planning" (Arnulfo G. Ramirez); "Bidialectal Literacy in the United States" (Walt Wolfram); "Biliteracy in the Home: Practices Among Mexicano Families in Chicago" (Marcia Farr); "Literacy and Second Language Learners: A Family Agenda" (Gail Weinstein-Shr); "?Guariyusei? Adult Biliteracy in Its Natural Habitat" (Tomas Mario Kalmar); "Literacy as Practice and Cognitive Skill: Biliteracy in an ESL Class and a GED Program" (Nancy H. Hornberger, Joel Hardman); "Putting a Human Face on Technology: Bilingual Literacy Through Long-Distance Partnerships" (Dennis Sayers, Kristin Brown); "Discourse and Social Practice: Learning Science in Language Minority Classrooms" (Beth Warren, Ann S. Rosebery, Faith Conant); and "Engaging Students in Learning: Literacy, Language, and Knowledge Production with Latino Adolescents" (Catherine E. Walsh). (Adjunct ERIC Clearinghouse on Literacy Education) (VWL)

ED 369 308 FL 800 757
Crandall, JoAnn
Creating a Professional Workforce in Adult ESL Literacy. ERIC Digest.
Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.; National Clearinghouse for ESL Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-LE-94-01
Pub Date—Apr 94
Contract—RI93002010
Note—4p.
Available from—NCLE, 1118 22nd Street, N.W., Washington, DC 20037.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, *Adult Literacy, Educational Needs, *English (Second Language), Labor Force Development, *Language Teachers, *Literacy Education, Models, *Professional Development, Program Design, *Teacher Certification, Teacher Qualifications, Work Environment
Identifiers—ERIC Digests, *Professionalism
Most teachers of English as a Second Language (ESL) face a number of challenges: large and heterogeneous classes, specialized student needs, and poor funding and employment continuity. Many work part time, often in more than one program and serving simultaneously as administrator and teacher. While most have college degrees, their training is likely to be in other areas, with little training specifically for ESL instruction. Need for certification in the field is growing. However, few models of comprehensive professional development for adult ESL literacy teachers exist to support the credentialing process. Three models hold promise: a craft or mentoring model, in which inexperienced teachers are paired with experienced teachers; an applied science model, in which relevant research is linked with practical experience; and an inquiry-based model, in which research, teacher education, and teaching occur concurrently. There is much to recommend a combination of the three models, bringing together teachers and other practitioners at all stages of professional development to provide a laboratory for demonstrating and expanding knowledge,skills, and experience. Expansion of professional development for adult ESL literacy teachers will also require changes in adult education policy and practice and a research base in adult ESL literacy. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 372 662 FL 800 794
Parks, Carolyn
Closed Captioned TV: A Resource for ESL Literacy Education. ERIC Digest.
Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-LE-94-02
Pub Date—Jul 94
Contract—RI93002010
Note—4p.
Available from—Center for Applied Linguistics, 1118 22nd Street, N.W., Washington, DC 20037.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Access to Information, Adult Basic Education, *Broadcast Television, Classroom Techniques, Educational Trends, *English (Second Language), Federal Legislation, *Federal Regulation, Instructional Effectiveness, Instructional Materials, *Language Skills, *Literacy Education, Second Language Instruction, Skill Development, Technological Advancement, Time Factors (Learning), Trend Analysis
Identifiers—*Closed Captioned Television, ERIC Digests
Recent technological, pedagogical, and regulatory developments have heightened awareness and appreciation of the utility of closed captioned television (CCTV) for adult English-as-a-Second-Language (ESL) and literacy instruction. A federal mandate that most televisions provide a closed caption decoder, increased captioning of all program types, and additional research on the benefits of CCTV for ESL learning support the use of the medium. Several technological advances make classroom use of CCTV materials less time-consuming for teachers and a rich experience for students. Captions can now be captured for simultaneous printing or computer use and exercises can be developed for using this material. Sample exercises include punctuation analysis of the large-type captions, lessons on grammar and vocabulary, study of cultural patterns and social behavior, analysis of intonation and stress, study of the techniques used by captioners to make captions brief and succinct, and construction of adult activities using the slower-paced children's programs. Training in the use of CCTV and sharing of teaching experiences will allow educators to exploit the power and effectiveness of television as a language and literacy learning tool. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 372 663 FL 800 818
Drennon, Cassie
Adult Literacy Practitioners as Researchers. ERIC Digest.
Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-LE-94-03
Pub Date—Jul 94
Contract—RI93002010
Note—4p.
Available from—Center for Applied Linguistics, 1118 22nd Street, N.W., Washington, DC 20037.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, *Adult Literacy, *English (Second Language), *Inquiry, *Literacy Education, *Researchers, *Staff Development
Identifiers—ERIC Digests
In adult English-as-a-Second-Language literacy education and staff development, practitioner inquiry has emerged as a powerful approach toward improving practice. A variety of activities occur under the umbrella of practitioner inquiry, all of which are grounded in the knowledge and questions held by practitioners. The characteristics of inquiry intersect with those of other adult education concepts such as self-directed learning, reflective practice, learner centeredness, and action research. Inquiry has been defined as a "social and collaborative process" through which practitioners actually contribute new knowledge within programs and even to the larger adult education field. This digest examines the thinking that underlies practitioner inquiry, explains the phases of an inquiry process, and gives examples of projects. The digest concludes by identifying concerns with the approach and by suggesting changes that must take place if inquiry is to be viably implemented as a staff development process. (VWL) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 372 664 FL 800 825
Wiley, Terrence G.
Estimating Literacy in the Multilingual United States: Issues and Concerns. ERIC Digest.
Adjunct ERIC Clearinghouse for ESL Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-LE-93-04
Pub Date—Sep 94
Contract—RI93002010
Note—4p.
Available from—Center for Applied Linguistics, 1118 22nd Street, N.W., Washington, DC 20037.
Pub Type— Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Literacy, Definitions, *English (Second Language), Estimation (Mathematics), *Literacy, *Measurement Techniques, *Multilingualism, *National Surveys
Identifiers—Biliteracy, ERIC Digests, Native Language, *United States
This digest reports on findings from recent literacy surveys and interprets these findings in light of theoretical and definitional issues involved in estimating literacy; examines approaches commonly use to measure literacy and enumerates concerns about the limitations of these approaches in linguistically diverse contexts; and concludes with a call for more research on native language literacy and biliteracy. (VWL) (Adjunct ERIC Clearinghouse on Literacy Education)

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ERIC at-a-Glance

ERIC System Components Graphically Displayed

ERIC

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U.S. Department of Education
Office of Educational Research and Improvement
Educational Resources Information Center

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Information & Technology IR	Languages & Linguistics FL	Reading, English & Communication CS	Rural Education & Small Schools RC	Science, Mathematics & Environmental Education SE	Social Studies/ Social Science Education SO	Teaching & Teacher Education SP	Urban Education UD

Adjunct Clearinghouses

Art Education (To SO)	Child Care (To PS)	Clinical Schools (To SP)	Chapter 1 (To UD)	Consumer Education (To CE)	ESL Literacy Education (To FL)	Law-Related Education (To SO)	Test Collection (To TM)	U.S. - Japan Studies (To SO)

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Publishing

Current Index to Journals in Education (CIJE) – Oryx Press
Resources in Education (RIE) Annual Indexes – Oryx Press
Thesaurus of ERIC Descriptors – Oryx Press

ERIC Information Resources: Referral Databases; Digests in Full Text, Internet-Based Files/Services

America Online
CompuServe (gateway)
GTE Educational Network Services. (Referral Files)
Internet (various locations providing database segments, digest full text, electronic library services, etc.)

Public Sector

Users

Administrators; Counselors; Curriculum and Program Developers; Journalists; Librarians; Media Staff; Parents; Policymakers; Researchers; School Boards; Students; and Teachers.

93-003 (10/11/94)

ERIC Ready Reference #6
May 1995

ERIC NETWORK COMPONENTS

The ERIC network of organizations is comprised of the following major components:

• ERIC Program Office

The central funding and monitoring unit within the U.S. Department of Education, Office of Educational Research and Improvement (OERI). Responsible for overall management of the ERIC network.

Educational Resources Information Center (ERIC)
National Library of Education (NLE)
Office of Educational Research and Improvement (OERI)
555 New Jersey Avenue, N.W.
Washington, DC 20208-5720
Telephone: 202-219-2289
FAX: 202-219-1817
e-mail: eric@inet.ed.gov

• ERIC Clearinghouses

Sixteen contractors from the academic and not-for-profit sectors, each responsible for collecting the significant educational literature within their particular scope of interest area (e.g., career education), selecting the highest quality and most relevant material, processing (i.e., cataloging, indexing, abstracting) the selected items for input to the database, and also for synthesizing the literature and providing information analysis products (e.g., Digests) and various user services. (See list on p. 2-3.)

• Adjunct ERIC Clearinghouses

Various organizations that cooperate with ERIC Clearinghouses at no cost to ERIC to cover a particular specialized area of education in which they have a special interest, e.g., consumer education. (See list on p. 4.)

• ERIC Support Components

Four components providing various specialized technical services in support of the ERIC Program Office, ERIC Clearinghouses, and each other: e.g., centralized database management and abstract journal production, document delivery and micrographics, outreach and user services, and commercial publishing (*Current Index to Journals in Education* (CIJE) and ERIC *Thesaurus*). (See list on p.4.)

ERIC CLEARINGHOUSES

ERIC Clearinghouse on ADULT, CAREER, AND VOCATIONAL EDUCATION (CE)

Ohio State University
Center on Education and Training for Employment
1900 Kenny Road
Columbus, Ohio 43210-1090
Telephone: 614-292-4353; **Toll Free:** 800-848-4815
FAX: 614-292-1260
e-mail: ericacve@magnus.acs.ohio-state.edu

All levels of adult and continuing education from basic literacy training through professional skill upgrading. The focus is upon factors contributing to the purposeful learning of adults in a variety of life situations usually related to adult roles (e.g., occupation, family, leisure time, citizenship, organizational relationships, retirement, and so forth). Includes input from Adjunct ERIC Clearinghouse on Consumer Education.

ERIC Clearinghouse on ASSESSMENT AND EVALUATION (TM)

Catholic University of America
210 O'Boyle Hall
Washington, DC 20064-4035
Telephone: 202-319-5120; **Toll Free:** 800-464-ERIC (3742)
FAX: 202-319-6692
e-mail: eric_ae@cua.edu

All aspects of tests and other measurement devices. The design and methodology of research, measurement, and evaluation. The evaluation of programs and projects. The application of tests, measurement, and evaluation devices/instrumentation in education projects and programs. Includes input from Adjunct ERIC Clearinghouse for the Test Collection.

ERIC Clearinghouse for COMMUNITY COLLEGES (JC)

University of California at Los Angeles (UCLA)
3051 Moore Hall
405 Hilgard Avenue
Los Angeles, California 90024-1521
Telephone: 310-825-3931; **Toll Free:** 800-832-8256
FAX: 310-206-8095
e-mail: eeh3rie@mvs.oac.ucla.edu

Development, administration, and evaluation of two-year public and private community and junior colleges, technical institutes,and two-year branch university campuses. Two-year college students, faculty, staff, curricula, programs, support services, libraries, and community services. Linkages between two-year colleges and business/industrial/community organizations. Articulation of two-year colleges with secondary and four-year postsecondary institutions.

ERIC Clearinghouse on COUNSELING AND STUDENT SERVICES (CG)

University of North Carolina at Greensboro
School of Education
101 Park Building
Greensboro, North Carolina 27412-5001
Telephone: 910-334-4114; **Toll Free:** 800-414-9769
FAX: 910-334-4116
e-mail: ericcass@iris.uncg.edu

Preparation, practice, and supervision of counselors at all educational levels and in all settings. Theoretical development of counseling and guidance, including the nature of relevant human characteristics. Use and results of personnel practices and procedures. Group process (counseling, therapy, dynamics) and case work.

ERIC Clearinghouse on DISABILITIES AND GIFTED EDUCATION (EC)

Council for Exceptional Children (CEC)
1920 Association Drive
Reston, Virginia 22091-1589
Telephone: 703-264-9474; **Toll Free:** 800-328-0272
FAX: 703-264-9494
e-mail: ericec@inet.ed.gov

All aspects of the education and development of persons (of all ages) who have disabilities or who are gifted, including the delivery of all types of education-related services to these groups. Includes prevention, identification and assessment, intervention, and enrichment for these groups, in both regular and special education settings.

ERIC Clearinghouse on EDUCATIONAL MANAGEMENT (EA)

University of Oregon (Dept. 5207)
1787 Agate Street
Eugene, Oregon 97403-5207
Telephone: 503-346-5043; **Toll Free:** 800-438-8841
FAX: 503-346-2334
e-mail: ppiele@oregon.uoregon.edu

All aspects of the governance, leadership, administration, and structure of public and private educational organizations at the elementary and secondary levels, including the provision of physical facilities for their operation.

ERIC Clearinghouse on ELEMENTARY AND EARLY CHILDHOOD EDUCATION (PS)

University of Illinois
805 West Pennsylvania Avenue
Urbana, Illinois 61801-4897
Telephone: 217-333-1386; **Toll Free:** 800-583-4135
FAX: 217-333-3767
e-mail: ericeece@uiuc.edu

All aspects of the physical, cognitive, social, emotional, educational, and cultural development of children, from birth through early adolescence. Among the topics covered are: prenatal and infant development and care; parent education; home and school relationships; learning theory research and practice related to children's development; preparation of early childhood teachers and caregivers; and educational programs and community service for children.

ERIC Clearinghouse on HIGHER EDUCATION (HE)

George Washington University
One Dupont Circle, N.W., Suite 630
Washington, DC 20036-1183
Telephone: 202-296-2597; **Toll Free:** 800-773-ERIC (3742)
FAX: 202-296-8379
e-mail: eriche@inet.ed.gov

All aspects of the conditions, programs, and problems at colleges and universities providing higher education (i.e., four-year degrees and beyond). This includes: governance and management; planning; finance; inter-institutional arrangements; business or industry programs leading to a degree; institutional research at the college/university level; Federal programs; legal issues and legislation; professional education (e.g., medicine, law, etc.) and professional continuing education.

ERIC Clearinghouse on INFORMATION & TECHNOLOGY (IR)

Syracuse University
Center for Science and Technology, 4th Floor, Room 194
Syracuse, New York 13244-4100
Telephone: 315-443-3640
Toll Free: 800-464-9107
FAX: 315-443-5448
e-mail: eric@ericir.syr.edu

AskERIC (Question-answering service via Internet):
askeric@ericir.syr.edu
Telephone: 315-443-9114

ERIC CLEARINGHOUSES

Educational technology and library/information science at all academic levels and with all populations, including the preparation of professionals. The media and devices of educational communication, as they pertain to teaching and learning (in both conventional and distance education settings). The operation and management of libraries and information services. All aspects of information management and information technology related to education.

ERIC Clearinghouse on LANGUAGES AND LINGUISTICS (FL)

Center for Applied Linguistics (CAL)
1118 22nd Street, N.W.
Washington, DC 20037-0037
Telephone: 202-429-9292; **Toll Free:** 800-276-9834
FAX: 202-659-5641
e-mail: eric@cal.org

Languages and language sciences. All aspects of second language instruction and learning in all commonly and uncommonly taught languages, including English as a second language. Bilingualism and bilingual education. Cultural education in the context of second language learning, including intercultural communication, study abroad, and international educational exchange. All areas of linguistics, including theoretical and applied linguistics, sociolinguistics, and psycholinguistics. Includes input from Adjunct ERIC Clearinghouse on ESL Literacy Education.

ERIC Clearinghouse on READING, ENGLISH, AND COMMUNICATION (CS)

Indiana University
Smith Research Center, Suite 150
2805 East 10th Street
Bloomington, Indiana 47408-2698
Telephone: 812-855-5847; **Toll Free:** 800-759-4723
FAX: 812-855-4220
e-mail: ericcs@ucs.indiana.edu

Reading and writing, English (as a first language), and communications skills (verbal and nonverbal), kindergarten through college. Includes family or intergenerational literacy. Research and instructional development in reading, writing, speaking, and listening. Identification, diagnosis, and remediation of reading problems. Speech communication (including forensics), mass communication (including journalism), interpersonal and small group interaction, oral interpretation, rhetorical and communication theory, and theater/drama. Preparation of instructional staff and related personnel in all the above areas.

ERIC Clearinghouse on RURAL EDUCATION AND SMALL SCHOOLS (RC)

Appalachia Educational Laboratory (AEL)
1031 Quarrier Street, P.O. Box 1348
Charleston, West Virginia 25325-1348
Telephone: 304-347-0465; **Toll Free:** 800-624-9120
FAX: 304-347-0487
e-mail: lanhamb@ael.org

Curriculum and instructional programs and research/evaluation efforts that address the education of students in rural schools or districts, small schools wherever located, and schools of districts wherever located that serve American Indian and Alaskan natives, Mexican Americans, and migrants, or that have programs related to outdoor education. Includes the cultural, ethnic, linguistic, economic, and social conditions that affect these educational institutions and groups. Preparation programs, including related services, that train education professionals to work in such contexts.

ERIC Clearinghouse for SCIENCE, MATHEMATICS, AND ENVIRONMENTAL EDUCATION (SE)

Ohio State University
1929 Kenny Road
Columbus, Ohio 43210-1080
Telephone: 614-292-6717; **Toll Free:** 800-276-0462
FAX: 614-292-0263
e-mail: ericse@osu.edu

Science, mathematics, engineering/technology, and environmental education at all levels. The following topics when focused on any of the above broad scope areas: applications of learning theory; curriculum and instructional materials; teachers and teacher education; educational programs and projects; research and evaluative studies; applications of educational technology and media.

ERIC Clearinghouse for SOCIAL STUDIES/ SOCIAL SCIENCE EDUCATION (SO)

Indiana University
Social Studies Development Center
2805 East 10th Street, Suite 120
Bloomington, Indiana 47408-2698
Telephone: 812-855-3838; **Toll Free:** 800-266-3815
FAX: 812-855-0455
e-mail: ericso@.indiana.edu

All aspects of Social Studies and Social Science Education, including values education (and the social aspects of environmental education and sex education), international education, comparative education, and cross-cultural studies in all subject areas (K-12). Ethnic heritage, gender equity, aging, and social bias/discrimination topics. Also covered are music, art, and architecture as related to the fine arts. Includes input from Adjunct ERIC Clearinghouses for U.S.-Japan Studies, Art Education, and Law-Related Education.

ERIC Clearinghouse on TEACHING AND TEACHER EDUCATION (SP)

American Association of Colleges for Teacher Education (AACTE)
One Dupont Circle, N.W., Suite 610
Washington, DC 20036-1186
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FAX: 202-457-8095
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